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ABSTRACT

In order to provide educational opportunities for all students while preventing the "open door" from becoming a "revolving door", Southeastern Community College (North Carolina) established the Resources for Student Learning (RSL) program. During 1976, a comprehensive evaluation of the success and/or reasons for failure of current and former RSL students was conducted. Underprepared students were found capable of competing with regular students if they received personalized attention from instructors, peer tutors, and counselors. Program success was indicated by: (1) RSL students persisting as well as regular students and significantly better than similar students not enrolled in the program; (2) no significant differences in achievement between RSL and regular students according to grade point averages, Cooperative English Test scores, hours attempted vs. hours earned, or the number on Dean's List, Honor Roll, and probation; (3) twice as many RSL than similar students not in the program on the Dean's List and Honor Roll; (4) and RSL students on probation getting off at twice the rate of similar non-program students. Information provided by teachers and students on program elements, including the Learning How to Learn Workshop, the Self-Scoring Comparative Guidance and Placement Program, and the tutorial program, preferred learning, and specific RSL courses is included. (Author/TR)

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National Project II:
ALTERNATIVES TO THE REVOLVING DOOR

THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION

Resources for Student Learning
RESEARCH REPORT: 1977

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SOUTHEASTERN COMMUNITY COLLEGE, WHITEVILLE, N. C.

National Project II: Alternatives to the Revolving Door

The Fund for the Improvement of Post-secondary Education

RESOURCES FOR STUDENT LEARNING

RESEARCH REPORT

March, 1977

Winnie B. Cooke
Director of Program

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As director of the program and editor of this report, I wish to acknowledge the contributions which were made by my friends and associates.

RSL is the success it is because of the program's faculty and staff, Mrs. Thelma Barnes, Mrs. Betty Benton, Mrs. Brenda Carter, Mrs. Kathryn Clark, Mr. Chip Cox, Mr. Earl Hughes, Dr. Vern Marlin, Mrs. Suzanne Mintz, Mr. Sam Sink, and Ms. Anita Walker. I am especially indebted to Mrs. Brenda Carter, who worked diligently as my research assistant, and to Mrs. Betty Benton, my conscientious secretary.

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Finally, my special thanks go to my son, Charles Ryan, who was conceived and delivered during National Project II and to my husband, Charles.

"Ryan, during all of those flights, meetings, and late hours, you never complained. You did cramp Mommy's style, however, when you postponed your birth until August 31. We almost didn't make it to our FIPSE site visit on September 6."

"Charles, your encouragement and approval make my efforts worthwhile."

Winifred B. Cooke

TABLE OF CONTENTS

PART I	The Program	1
	Introduction	1
	Description of the College	1
	Description of the Program	2
	Organizational Structure of the Program	3
	Participants	3
	Program Description	5
	Student Orientation	9
	Developmental Courses	11
	Supportive Services	11
	Criteria for Program Success	12
	Problems	12
	Appendix	
	Course Descriptions	14
	Tutorial Materials	44
PART II	Research	57
	Introduction	57
	Population	58
	Procedures	58
	Selection of RSL and Comparison Groups	59
	RSL and Comparison Groups (Chart)	60
	Instruments	61
	Results	
	Selection of RSL and Comparison Groups	64
	Persistence 1975-76	65
	Grade Point Averages 1975-76	66
	Cooperative English Test	67
	Hours Attempted and Earned	68
	Academic Achievement	69
	Academic Probation	70
	Changes in Major	71
	Persistence 1970-75	72
	Learning Styles Inventory	73
	Evaluation of the Learning How to Learn Workshop	82
	Evaluation of the Tutorial Program	85
	RSL Survey	89
	Drop-out Survey	96
	Past RSL Student Survey	101
	Progress Reports	107
	Study on RSL Psychology 201 Students	148
	Local Norms for the Self-Scoring Guidance and Placement Program	161
	Program Evaluation by Dr. Louis Bender	185
	Conclusions and Implications	205

PART I. The Program

Introduction

A. Description of the College

Southeastern Community College, a member of the North Carolina Community College System, provides a comprehensive curriculum with an open-door policy to the rural coastal area of North Carolina. The college mission statement asserts that SCC must ". . . meet the educational development and personal growth needs of any person in the Cape Fear Valley Region of at least 18 years of age (regardless of race, sex, interests, abilities, financial status, and resources, or problems) who directly or indirectly expresses the need to increase his knowledge, skills, and understanding of self in order to attain personal and occupational goals reflective of an consonant with the needs of a rapidly changing and complex society. . ."

Successful implementation of an "open-door" admissions policy requires a broad curriculum to take into consideration the wide differences in abilities and interests of students. In order to fulfill its purposes, the college has four divisions:

a) College Transfer Division
b) The Occupational Education Division
c) The Adult Extension and Continuing Education Division
d) Student Development Center

Programs range from Pre-Engineering (Associate in Science Degree) to Music (Associate in Fine Arts Degree) to Transportation Maintenance Technology (Associate in Applied Science) to Welding (Diploma).

Southeastern Community College was established in 1965 to serve a region whose educational attainments are well below the national averages. In 1970, the national medium-school years completed were eleven (11); whereas, the medium-school years completed in Columbus County were 9.1. Forty-six percent of the population twenty-five years old and over have completed no more than eight (8) grades of school. (1970 census) It is from these educationally disadvantaged families that Southeastern acquires the majority of its students. Resources for Student Learning recruits the majority of its students from the bottom quartile of entering freshmen.

B. Description of the Program

Resources for Student Learning, previously called Advancement Studies Program, had its origin in 1969. The program is directed toward meeting the exceptional educational needs of students. We are currently expanding the program to include instructional activities for "honors" students as well as for the developmental students. I will confine my comments in this report, however, to the major emphasis of our program which is to meet the needs of students whose past educational experiences have been marked by non-productivity and failure.

Resources for Student Learning is a part of the College Transfer Division of Southeastern Community College and its Director reports to the Academic Dean. However, RSL serves students from the vocational-technical area as well and the RSL Director is a member of the Dean of Instruction's Committee along with the Academic Dean, Dean of Occupational Education, and the Dean of Adult Education.

Organizational Structure of Program

A. Participants

Students

Students invited to become part of Southeastern's developmental program have been identified through high school transcripts, counselors, instructors, and/or testing as being high-risk. They have the potential for succeeding in college, but the odds are against them. The student may take one course or several courses through the program as dictated by his individual needs. (Or he may choose not to be a part of RSL at all.)

Initially, the student sees little connection between school and life. The ability to see that education can contribute to life in ways other than an increased pay check is often non-existent. Goals are short term, and rewards are expected immediately.

RSL students frequently have little ability to deal with circumstances that are not completely spelled out and explicitly described. The student has an inability to grasp the theoretical and abstract. This abstract reasoning disability is further seen in the student's need for external reward. He sees little value in learning unless external rewards are evident. Furthermore, the amount of time spent in study is seen as more important than the quality of the production.

The RSL student often fails to accept responsibility for his own learning and achievement. He shows little initiative in seeking a tutor, counselor, or instructor. Often, however, after the student does seek help from others, he may become overly dependent on those persons. Punctuality is not considered important; appointments are often not kept. The student finds it difficult to locate needed materials and to follow through with assignments. Furthermore, support for his educational effort is often not present in the home situation.

Some self-concept factors also enter into the student's difficulty in succeeding in college. The RSL student is hindered by his feelings of inadequacy in dealing with school. Paradoxically, he may have future expectations that are beyond what he possibly

can achieve. Also, the student's notion of what is expected of him by others is often unrealistic. Some students think attending class regularly will allow them to earn credit. A further hindrance is the student's fear that asking for help from supportive persons is an indication of weakness, and he often shuns vital assistance. (Resources for Student Learning Philosophy-1975)

The picture is really not as bleak as it may seem from reading the characteristics previously listed. No one student has all of those traits. In fact, more students, like the rest of us, are experts in some areas and developmental in others. Some of the students in the program are selected because of the number of years they have been out of school, and it is believed that in the beginning they will benefit from the support offered by RSL. Still others whose previous school experiences have been successful become part of RSL because their high school preparation was vocational, but they now wish to enter college transfer studies. Many student leaders, including a past president of the Student Government Association, have come from the ranks of this program.

Again, RSL students are not unlike other students at Southeastern. Characteristics used in describing developmental students can be used to describe other students-and faculty, for that matter-on our campus, but these traits are usually more pronounced among the developmental group.

For more detailed information on student selection, and for demographic and academic data on the RSL student see Part II of this report.

Program Staff

The present RSL staff consists of the RSL Director, the secretary, Tutor-Coordinator, Lab-Coordinator and Research Assistant, eight faculty members who are also full members of the department of their discipline, and ten peer tutors (part-time). The faculty are recruited from regular college faculty and serve RSL students voluntarily. In the case of hiring new instructors who will serve both RSL and the regular college, a committee representative of these two bodies makes the selection. The selection process is coordinated by the RSL Director.

The role of the staff members who teach, tutor, and counsel in the RSL program is quite different from instructors that you find in traditional education. In RSL the instructor serves primarily as facilitator, catalyst, and resource. Much as a coach, in the beginning he provides the rules and structure, he helps each person develop the skills and understanding to play the game or to perform effectively, and he works with each individual to help him continuously improve his performance.

The role of the RSL instructor is not an easy role for the traditional instructor to assume. It represents an entirely new system of attitudes and behaviors. Instructors trying the RSL approach have found that even if they can accept this approach and their new role intellectually, it is often difficult for them to adapt emotionally and behaviorly. Over a period of many years as students and instructors in the traditional educational system, they have developed a pattern of conditioned responses to the stimuli of the classroom. This pattern is very difficult to change, particularly when many of the students will resist the change and try to force the instructor back into the familiar, traditional role.

The RSL staff meets weekly to discuss problems they may be experiencing in their classes or with individual students and for staff development activities. Of all groups on campus, the most active in the area of professional development is the RSL staff. They enroll in graduate courses dealing with the needs of developmental students, attend general workshops which build skills needed for working with developmental students, as well as participate in in-house workshops designed particularly for the RSL staff.

B. Program Description

Based on research of the literature, consultation with others in the field, and seven years experience in working with developmental students, RSL believes that a student with the characteristics listed earlier will be more successful if the learning environment can assist the student in raising his level of competency for coping with academic and life situations. In other words, improving the student's

basic skills (teaching the student "how to learn") is crucial to his gaining knowledge of particular bodies of information.

In order to create the learning environment which will foster such development, attention must be given to meeting the student where he is and then moving him towards becoming a more self-directed learner. Furthermore, it is important that students learn to participate effectively within an area of knowledge rather than learn only facts without comprehending the relationships that give these facts meaning.

For RSL, then, the learning process is viewed as a continuum along which a student moves:

1. From depending on continual guidance and structure--

   To employing an innate curiousity which will propel the student to structure his own learning experience in such a way that learning becomes an integral part of his life.

2. From depending on external rewards and punishments--

   To a system of internal incentives in which a student assumes responsibility for his behavior.

3. From a focus solely on personal experience--

   To a position in which the student is aware of and understands concepts, problems, and ideas removed from daily experiences.

In order to achieve these desired ends we must move:

1. From a position of formal authority that creates a competitive, judgemental atmosphere--

   To a collaborative, supportive, informal atmosphere in which mutual respect is established between RSL staff member and student.

2. From a position in which the instructor or counselor alone diagnose the student's personal needs--

   To a position in which needs are determined by mutual assessment.

3. From a planning phase in which decisions are made primarily by an authority figure--

   To a planning phase in which the instructor or counselor and student share in decisions that are to be made.

4. From a position in which someone other than the student sets all in structional goals for the student--

   To a position in which student input is frequently solicited and given strong consideration as goals are set.

5. From a learning plan that is restricted by content units, course syllabi, and predetermined sequence--

   To a plan that includes student feedback and learning activities that are sequenced in terms of student readiness, interest, and confines of the discipline.

6. From learning activities that are entirely lecture-oriented with assigned readings (a passive learning environment)--

   To activities that incorporate small group discussions, inquiry projects, and other activities which require student involvement with the subject matter as well as each other (which encourages students to actively participate.)

7. From evaluation emphasizing memorization of individual facts--

   To evaluation based not only on a student's remembering individual facts but also on his understanding of problem solving, concepts, and the relationships of ideas within an area of investigation.

Integral to the success of all learning experiences is the involvement of the student with the faculty and staff in a climate of trust. For the faculty to achieve acceptance, they must be open to new experiences and changes of attitudes. They must demonstrate behavior that shows they are accepting of students whose values are different from their own. It is important for the instructor to enjoy teaching and to show continuing enthusiasm for learning. Enthusiasm is contagious!

Students serve as valuable sources of knowledge and understanding for other students. Therefore, learning activities should be structured to maximize the use of this resource. Also, real involvement with the subject matter will remove the student from learning only for economic purposes to a position in which he engages in a learning activity out of interest and a desire to understand. (Resources for Student Learning Philosophy - 1975)

Student Orientation

Preceding fall classes is one-half day of orientation for all new students conducted by the general college, academic advisement, and registration. RSL orientation begins immediately after registration and lasts throughout fall quarter.

Attending the "Learning How to Learn Workshop" is a requirement for all RSL students. Immediately following registration RSL students pile into buses, vans, and cars and are transported to a secluded camp setting where their first introduction to the RSL faculty and the RSL philosophy occurs. Students and faculty are on a first name basis and faculty participate in each activity just as a student would. The faculty model the kind of openness and honesty that they expect from students. Orientation continues on campus through a course which meets twice weekly for the entire quarter. (A list of the objectives and activities and a description of one activity of the off-campus workshop follows. The objectives and content of ORI 101 College Orientation can be found in the section on course descriptions.)

LEARNING HOW TO LEARN WORKSHOP

Objectives

1. To begin to build involvement between students and students with faculty.
2. To introduce students to the small group situation. in which most of their classroom learning will take place.
3. To make a contract for personal change.
4. To have fun.

Primary Organized Activities

1. Get Acquainted Exercise - Small group--first evening
2. Success Involvement Activity - Small group--first morning
3. Survival Exercise - Small group--first afternoon
4. Introduction to Contract Model - Large group--first afternoon; then small group simulations
5. Trust Walk - Large group - then pairs--first afternoon
6. Life Line Activity - Small group-- second evening
7. Oral Evaluation - Large group--second morning
8. Contracting - Small group--second morning
9. Writing Samples & Evaluation--second morning

DIRECTIONS FOR GROUP FACILITATOR

SUCCESS INVOLVEMENT ACTIVITY

GOAL: To build involvement in the group by sharing the awareness of success the individuals in groups have had and to build on the strengths (positive characteristics) the others have observed in the participants.

GROUP SIZE: Small group - five to seven members.

MATERIALS NEEDED: Five to seven sets of small adhesive or gummed labels with seven labels in each set.

A 3" x 5" card for each participant.

PHYSICAL SETTING: A large enough room with space for the small groups to form in circles and at the same time to be able to hear each other.

PROCESS:

1. Each participant shares with the group responses to the following statements:

   A. Tell us something you would especially like to do.

   B. Tell us about a joyful experience you have had.

   C. Tell us about a decision you have made which affected your life.

   D. Tell us about an experience at which you were successful.

2. During or after each participant's responses to the four points, the other members write down a strength they perceive in the speaker. These strengths should be written down on the individual labels provided, using a separate label for each participant.

   After all have completed responding in turn and each person has noted a strength for each participant, each participant sends his 3 x 5 card aroung the circle. The strength labels are attached to the card and each person says what strength he perceived in the person whose card is being passed around the circle.

   After all participants have individually sent their cards around the group for the "strength feedback" the small group members should prepare to return to the larger group.

3. When all groups have completed the task they will share their reaction to the experience in the larger group of the whole.

DEVELOPMENTAL COURSES

Courses in English, math, psychology, history, and science are offered through RSL. These courses are full-credit, freshman-level college transfer courses (except for Math 100 A & B). Each RSL course has the same end objectives as the regular course by the same number--the difference is the methods and the amount of time used to reach the objectives.

The RSL student takes almost all of his courses through RSL fall quarter; winter quarter he may take half of his courses through the program with the other half of his courses being regular ones; by spring quarter he probably takes only one or two RSL courses or he may be totally integrated into mainstream. (For examples of RSL course syllabi and learning activities see the following pages.)

SUPPORTIVE SERVICES

The RSL psychology instructor also serves as the Program's counselor. Because every student in the Program must take Orientation 101, the psychology instructor/counselor knows each student personally. This makes the student more comfortable talking to the counselor.

Our Program practices "agressive counseling" in that we seek out the student whom we know needs help if he does not come to us. All RSL faculty are interested in the whole student--not just how well he learns the subject matter--and will assist the student with personal or academic problems. The student with serious problems is referred to the Program counselor. The Program uses Glasser's Steps of Reality Therapy as its model to teach students to accept responsibility for their own learning and to solve problems.

The RSL Tutoring Program is open to all students on campus. Descriptive material about the Tutoring Program follows the course materials.

CRITERIA OF PROGRAM SUCCESS

Resources for Student Learning uses the following criteria to measure its degree of success:

1) Persistence--length of time they remain in school
2) Academic achievement

   A. Grade Point Average
   B. Number of hours completed successfully
   C. Number on Dean's List or Honor Roll
   D. Number on academic probation
   E. Performance on standardized tests

3) Personal development

   A. Ability to solve his own problems
   B. Movement of student in the direction of internal locus of control
   C. Involvement in college and community affairs

4) Student satisfaction with the program
5) Faculty awareness--degree to which non RSL faculty are aware and assist in meeting the needs of developmental students

The Program's goal for persistence and academic achievement is for the RSL students to persist and achieve at the level of the average Southeastern Community College student. For data showing the Program's degree of success see Results under Part II of this report.

PROBLEMS

It is much easier to write about our philosophy and program goals than it is to implement them. The classes do not always start where each student is and totally flexible timing has not been achieved. Personalization of the Program's courses is hampered by logistic problems as well as somewhat limited resources. Motivation is still a problem for some students. The Program attempts to compensate for these short comings through individual tutoring.

During Resources for Student Learning's seven year history, several things have been tried that didn't work well. The Program's students do not perform well with programmed materials as the primary mode of instruction; they need the personal involvement

with peers and instructor. The students do not perform well in unstructured learning activities; they need direction and time schedules until good study habits are established. The Program's students are not comfortable fantasizing about things that are foreign to their experiences; growth activities and simulation games need to be related to something with which they are familiar.

The Program found through experience that a totally separate program for developmental students causes morale problems for faculty and students since regular departments and the special program compete for recognition of their "good teaching practices." Using volunteer faculty in Resources for Student Learning who were also full members of the regular departments has increased communication, understanding, and cooperation between RSL and non-RSL faculty. (See Dr. Louis Bender's Report in Part II of this document.)

The degree to which teaching methods in RSL courses differ from that of regular sections of a course varies depending on the instructor involved. All RSL instructors participate in professional development activities that help them better meet the needs of developmental students.

ORI 101

COURSE SYLLABUS, FALL QUARTER, 1976

SUZANNE MINTZ, INSTRUCTOR: OFFICE NO. G-265

TEXT: Student's Guides to Effective Study by Dr. William F. Brown
Professor of Education
Southwest Texas University

COURSE EXPECTATIONS:

A. Content: We will be looking into four major areas of skill development this quarter:

1) Unit I will concentrate on building effective study skills.
2) Unit II will focus on how to use the library at SCC.
3) Unit III will familiarize you with the contents of your student handbook.
4) Unit IV will work with you on developing your interpersonal-effectiveness skills or how to better get along with yourself and other people.

B. Class Attendance: You are expected to be in class for all meetings unless excused for medical or emergency reasons.

C. Evaluation: There will be a comprehensive objective test given over topics covered on study skills, use of the library, and information in the Student Handbook. The grade will be one of pass or fail. A failing grade can be changed by taking the test again. The letter grade you receive will be given on the basis of your attendance in class.

0-2 times missed	A
3-4 times missed	B
5-6 times missed	C
7-8 times missed	D
9-- times missed	NC

D. Office Hours and Individual Appointments:

I welcome and encourage you to stop by my office to talk over anything that concerns you or just to get better acquainted. My office hours will be posted on the door or, if you wish, you can make an appointment to see me.

ENGLISH 101
Thelma Barnes, Instructor

COURSE SYLLABUS

Welcome to Resources for Student Learning English 101. You are now enrolled in one of the most important courses in the college curriculum, for it is in this course that you will develop and improve writing skills valuable to you not only in English classes but in other courses and areas as well.

1. The Name--RSL English--has a special meaning. First of all, the title indicates that you will meet the class four days per week; that is, there will be regular class meetings on Monday, Wednesday, and Friday and a lab session on Tuesday. For the lab session you may choose to come at either 8:30 a.m. or 9:30 a.m. This extra hour per week will enable me to work more closely with you and to give you more individual attention. I can follow your progress more carefully, and, too, you probably will not have to do as much work outside class. With this extra time, we will have an opportunity in class to engage in many different learning activities, try various techniques, and have fun, too!

Secondly, being in RSL English means that all kinds of special, supportive services are available to you. There is a Resources for Student Learning Lab where you may receive tutoring in your subjects. There are competent, understanding counselors always willing to help you with problems and instructors who are aware of your needs and ready to work with you. RSL means much more, but the above services will be especially helpful to you as you pursue your English courses.

2. Enrollment in RSL English means special approaches and special services, but the writing skills which you will develop are the same as those of other Freshman English students. We will attempt to master the writing of unified, coherent, and well-developed paragraphs and then progress to larger elements such as essays of description, definition, comparison-contrast, or illustration. During the writing exercises, there will be constant attention given to the mechanics of composition (correct punctuation, correct spelling, smooth and varied sentence structure, etc.) and to the fundamentals of English grammar (subject-verb agreement, pronoun reference, etc.). Too, you will have some experience in reading and analyzing selected essays that can serve as good models in the development of your writing skills.

3. You will have many opportunities not only to write but also to talk about what you have written or read -- to talk to another class member, to a small group, or to the class as a whole. I hope that you will be proud of your accomplishments and have fun while you are learning.

4. Of course, there must be a final grade for the course. Your final grade will represent primarily an average of the six composition grades you will receive. The progress you have made (as well as class participation) will be considered. The scale to be used is as follows:

A	90-100
B	80- 90
C	70- 80
D	60- 70
F	Below 60

5. It is important that you be present at every class meeting; therefore, you should attend class regularly. You should notify me of any absence (if you know in advance) and make up any work missed. The number of absences per quarter should not exceed four.

SPECIFIC CONTENT AND ACTIVITIES OF RSL

ENGLISH 101

WEEK 1

Writing is done by the students during this first week for the primary purpose of helping them "open up." They realize during this first week that they do have something to say and that they can say it fairly well. Also, the instructor can get some idea about what skills the students possess already and what weaknesses they have. A very workable approach is to divide them into groups of four or five students. (See Writing Exercises I and II.) These exercises include group discussion, individual paragraph writing, and group evaluation of each paragraph.

WEEK 2--The Topic Sentence of a Paragraph

The students complete in class a self-instructional package on the topic sentence, preferably with the larger class divided into two groups. Usually the director of tutorial services helps the instructor so that a small group of about ten students can go through the package together. The students engage in individual practice in writing topic sentences; then there is small group evaluation of the original sentences (Writing Exercise III.) As reinforcement, the instructor also uses sound filmstrips.

WEEK 3--Unity in a Paragraph

Types of activities remain the same. Materials used are a self-instructional paragraph on unity, Writing Exercise IV, and the paragraph evaluation sheet.

WEEK 4--Coherence in a Paragraph

Types of activities remain the same. Materials used are a self-instructional package on coherence and Writing Exercises V and VI.

WEEK 5--Review of Main Problems in Grammar and Mechanics

Now that there has been some diagnosis of writing problems, the instructor conducts a thorough review of main problems in grammar and mechanics—for example, fragments, comma splices, subject-verb agreement, comma uses, unnecessary shifts, etc. The class uses pretests, filmstrips, group work, and post tests for this review (See Attachments for Week V.)

WEEK 6--Introduction to the Multi-Paragraph Essay

Divided into two groups of about twelve persons each, the entire class completes a self-instructional package on the multi-paragraph paper. The instructor discusses with the class sample student papers through the use of transparencies and an overhead projector. The students prepare rough drafts of their own multi-paragraph papers, evaluate them in small groups, and prepare to write a final copy during a class period. Later the students correct and revise the paper after the instructor evaluates it.

WEEK 7--The Process Composition

Activities are the same. Completion of self-instructional package on process theme, class discussion, preparation of rough draft. Also, now that the students have begun studying specific patterns of exposition, they read sample essays (by students and by professional writers) of process, comparison/contrast, illustration, and definition. They analyze the essays in small groups, using guide questions. Then the total class discusses the essays.

WEEK 8--Comparison/Contrast Compositions

(Activities basically same as above)

WEEK 9--Illustration by Example Compositions

(Activities basically same)

WEEK 10--Description Compositions

(Activities basically the same)

WRITING EXERCISE 5 (COHERENCE)

As a group, do the following:

1. Each member of the group should read the paragraph below silently, or one member can read it aloud to the group.

(1) Old Man Suggins is the meanest man in Northfork. (2) He beats his wife once a week. (3) His kids always have bruises on their cheeks. (4) He burned down old Elmer Combine's outhouse because Elmer couldn't pay back a three-dollar poker debt. (5) Old Man Suggins turpentined our dog Effie last May Day. (6) He said he had his reasons for doing it. (7) That's pretty rank, don't you believe?

2. Notice that the paragraph contains a brief, clear topic sentence; it also possesses unity. However, these qualities are not enough to make the writing good.

3. Think again about our discussion of coherence. Then decide in your group why this paragraph is ineffective; show how it can be improved.

4. Have one person in the group to write your revised paragraph.

SAMPLE DESCRIPTION ESSAY

Below you will find a sample description essay written by a professional writer. Before we discuss the essay as an entire class, you should do the following:

1. Break up into small groups.

2. Read the essay silently.

3. Then as a group, discuss the following aspects of the essay:

   A. The dominant impression of the essay; in other words, what effect did the redwoods have on Steinbeck; what impression does he try to create for the reader.

   B. The characteristics of the redwoods that contributed to that impression or effect.

   C. Details (words or phrases) that support or reinforce those characteristics.

4. Remember that once you choose the topic for your descriptive paper, you will then decide upon an impression or effect and select your details accordingly.

THE GIANTS

By: John Steinbeck

I stayed two days close to the bodies of the giants, and there were no trippers, no chattering troupes with cameras. There's a cathedral hush here. Perhaps the thick soft bark absorbs sound and creates a silence. The trees rise straight up to zenith; there is no horizon. The dawn comes early and remains dawn until the sun is high. Then the green fernlike foliage so far up strains the sunlight to a green gold and distributes it in shafts or rather in stripes of light and shade. After the sun passes zenith it is afternoon and quickly evening with a whispering dusk as long as was the morning.

Thus time and the ordinary divisions of the day are changes. To me dawn and dusk are quiet time, and here in the redwoods nearly the whole of daylight is a quiet time. Birds move in the dim light of flash like sparks through the stripes of sun, but they make little sound. Underfoot is a mattress of needles deposited for over two thousand years. No sound of footsteps can be heard on this thick blanket. To me there's a remote and cloistered feeling here. One holds back speech for fear of disturbing something -- what? From my earliest childhood I've felt that something was going on in the groves, something of which I was not a part. And if I had forgotten the feeling. I soon got it back.

At night, the darkness is black - only straight up a patch of gray and an occasional star. And there's a breathing in the black, for these huge things that control the day and inhabit the night are living things and have presence, and perhaps feeling, and, somewhere in the deep-down perception, perhaps communication, I have had life-long association with these things. (Odd that the word "trees" does not apply.) I can accept them and their power and their age because I was early exposed to them. On the other hand, people lacking such experience begin to have a feeling of uneasiness here, of danger, of being shut in, enclosed and overwhelmed. It is not only the size of these redwoods but their strangeness that frightens them. And why not? For these are the last remaining members of a race that flourished over four continents as far back in geologic time as the upper Jurassic period. Fossils of these ancients have been found dating from the Cretaceous era while in the Eocene and Miocene they were spread over England and Europe and America. And then the glaciers moved down and wiped the Titans out beyond recovery. And only these few are left--a stunning memory of what the world was like once long ago. Can it be that we do not love to be reminded that we are very young and callow in a world that was old when we came into it? And could there be a strong resistance to the certainty that a living world will continue its stately way when we no longer inhabit it?

COURSE SYLLABUS

English 102--Thelma Barnes, Instructor

1. Almost every time that you have ever read a short story or play, your first question upon completing your reading probably was, "Do I like it?" Your immediate answer came from your first impressions and could be called a natural response. But experience has taught us all that our first impressions about life, people, and literature can be exceedingly misleading, and thoughtful people have therefore devised many ways of critically examining their impressions.

In English 102 this quarter, you will be one of those "thoughtful" people who will test your first impressions of short stories and plays. You will develop a method of analysis of your own so that eventually you can delay judgment until you understand the work as a whole. In order to help you develop these skills in reading critically and analyzing, we will engage in the following different types of activities:

A. Reading and discussing selected short stories and plays from the text and from supplemental materials.

B. Viewing filmstrips about the components of the short story and of plays and about the historical development of these two types of literature.

C. Looking at film versions of short stories and talking about them.

D. Writing critical compositions about various aspects of certain short stories and plays.

E. Writing original short stories.

F. Taking written tests on significant material in the course.

2. You will need one text for the course:

Perrine, Lawrence Literature: Structure, Sound, and Sense. New York: Harcourt, Brace, Jovanovich, Inc., 1974.

If you enroll in English 103 during the spring quarter, you will be able to use that text for that course, also.

3. Your final grade in the course will be computed in the following manner:

Tests	30%
Compositions	40%
Original Work	10%
Examination	20%

The scale to be used is as follows:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

4. It is important that you be present at every class meeting; therefore, you should attend class regularly. You should notify me of any absence (if you know in advance) and make up any work missed. The number of absences per quarter should not exceed four.

SPECIFIC CONTENT AND ACTIVITIES
ENGLISH 102

WEEK 1

Introduction to the short story through use of selected State Library films that particularly emphasize elements of the short story and drama (plot, setting, character, theme, point of view, etc). Two films that provoke good discussion here are The Family That Dwelt Apart (plot, setting, theme, tone, satire) and A Unicorn in the Garden (tone, character, theme, plot). Before the students view these two films, they are given a set of printed questions to consider while watching the films. (Attachment 1) They then discuss the films as embodying certain elements.

WEEK 2--Discussion of Attachment II Elements of the Short Story.

For example, the first question on Attachment I--"What happened to whom in the story and why?"--can be answered by a full discussion of plot. All other questions will be answered in the same way.

WEEKS 3-6--Progression to reading of stories on the printed page (textbook) (Attachment III.)

During this part of the quarter, there are teacher-directed class discussions of the stories, group discussions with study guides, exercises in critical writing and tests. (Sample character sketch--Attachment IV). At intervals during the reading of stories from the text, more films are used to reinforce the concepts--Stringbean, Legend of John Henry, Ballad Without End, The Tell-Tale Heart, and Occurence at Owl Creek Bridge.

Reading of short stories of their own selection--The students choose stories for further reading from high interest Moffett materials. They make group presentations of the stories, including dramatizations of certain sections. (Attachment IV).

WEEKS 7-10--Introduction to Drama through Study Sheet on Drama (Attachment V), filmstrip, "How to Read and Understand Literature" and films: The Theatre and Age of Sophocles.

The class studies Antigone by listening to recordings of the paly, reading parts aloud in class, and engaging in critical discussions and writing.

Study of Raisin in the Sun through guide questions (Attachment VI), filmstrips on life of Lorraine Hansberry and play itself, recordings of the play, and critical discussions and writing.

ENGLISH 102--WINTER QUARTER

Thelma Barnes--Instructor

STUDY SHEET
Elements of The Short Story

Whether you realize it or not, you are already something of a critic; you have become one of those "thoughtful" people described in the introduction of your course syllabus. For in viewing that first film and thinking about that list of questions I distributed to you, you began to analyze a short story. You looked at how the author or film maker brought together all the various elements of the story in order to achieve his final meaning.

I. In answering the first question, what happened?, you were considering one important element of the short story, the plot. With that basic understanding you can now proceed to a more detailed analysis of any given story, using the following information:

A. The plot of a short story can be defined as the unity arrangement of events within the story, the structure of the action.

B. The action of the story can usually be broken down into three divisions:

1. Exposition--the beginning of the action of the story; the author establishes a situation for the protagonist which will lead to the basic conflict of the story; he provides enough background so that the events which follow are intelligible to the reader; the characters are introduced; the setting, tone, and atmosphere must be conveyed. Sometimes a great deal of this necessary explanation is dealt with at the beginning; more often the reader learns a great deal as he proceeds. But no matter what method, the author gives background.

2. Conflict or central action--a series of difficulties the protagonist or main character meets and overcomes or is defeated by. The conflict may be as follows:

a. against antagonist (opposing character)
b. against society
c. against forces of nature
d. against forces within himself

The central action is often called the complication, and the complication generally moves toward a climax, a high point of intensity of feeling or action, the turning point which decides the outcome of the conflict.

3. Denouement--the end of the story which presents the outcome of the conflict and the disposition of the opposing forces in that conflict.

II. When considering the second part of that question to whom?, you were dealing with another important element of the short story, character. The information below will provide you with ways of looking at the character of a short story in greater depth:

A. The characters in a short story are the cast, the people involved in the story.

B. There are two methods by which an author may present characters:

1. Direct method--the author tells you straight out, by explanation or analysis, what a character is like.

2. Indirect--the author shows you the character in action; you infer what he is like from what he thinks or does.

C. All fictional characters can be classified as either static or dynamic. The static character is the same sort of person at the end of the story as he was at the beginning. The dynamic or developing character undergoes some permanent change in character, personality, or outlook.

D. There are other points concerning character that you might consider by asking the following questions:

1. Does the author give the characters names appropriate to their natures or situations?

2. Are the characters consistent in their behavior? Do they behave one way on one occassion and a different way on another without a clearly sufficient reason for the change?

3. Are the characters clearly motivated in what they do, especially when there are changes in their behavior?

III. Answering the third part of the question, why, requires you to investigate the story's theme which controls and shapes the meaning of the characters' action. This element seems to be one of the most difficult ones to analyze; however, the information below should prove helpful.

THEME

A. The theme of a piece of fiction is its controlling idea or its central insight. It is the unifying generalization about life stated or implied by the story. To derive the theme of a story, you must ask what its central purpose is: what view of life it supports or what insight into life it reveals.

B. Sometimes the theme of a story is explicitly stated somewhere in the story, either by the author or by one of the characters. More often, however, the theme is implied.

C. The words "theme" and "moral" are not interchangeable. The word "moral" is too narrow to fit the kind of illumination provided by a first-rate story.

D. There is no prescribed method for discovering theme. Sometimes you can best get at it by asking in what way the main character has changed in the course of the story and what, if anything, he has learned before its end. Sometimes the best approach is to explore the nature of the central conflict and its outcome. Sometimes the title will provide an important clue.

E. You should keep in mind the following principles regarding theme:

1. The theme must be expressible in the form of a statement with a subject and a predicate.

2. The theme must be stated as a generalization about life. In stating theme, you do not use the names of the characters in the story, for to do so is to make a specific rather than general statement.

3. You must be careful not to make the generalization larger than the terms of the story. Terms like "ever," "all," "always" should be used very cautiously; terms like "some," sometimes," "may" are often more accurate.

4. There is no one way of stating the theme of the story.

5. You should avoid any statement that reduces the theme of the story to some familiar saying that we have heard all our lives.

IV. You probably found it relatively easy to answer the question concerning when and where the story took place. When you did so, you were stating the setting of the story. However, as you develop more skill in analyzing short stories, you will discover that the setting can give you much more than this basic information of time and place. The setting can be related to the total effect of the story by serving several purposes.

A. The most obvious purpose of the setting is to create an illusion of reality, to take you into a recognizable world. As you read the author's words, you imagine the scene in which the action is taking place. If the world seems "real," you are more likely to be drawn into believing the story.

B. On another level, the setting may contribute to characterization. For example, the room in which a person lives can tell you something about him. You can learn whether he is rich or poor, proud or depressed.

C. A setting can also be used to establish the mood of the story; for example, the seasons of the year evoking different emotions.

D. The setting may provide a comparison with the plight of the person in the story; for example, a broad expanse of a landscape emphasizing the loneliness or isolation of a character.

E. Parts of the setting may also be symbolic.

V. You have answered the question, what (plot) happens to whom (characters), and why (theme); also you considered the <u>where</u> (setting) of the story. The next question, the one concerning a narrator, requires you to consider who tells the story or how the story gets told. When you begin to discuss this element of a short story, you are talking about <u>point of view</u>. Point of view is defined as the perspective or the eyes and mind through which the story is told.

A. As you attempt to determine the point of view of a short story, there are three very helpful questions you can ask:

1. Who tells the story?
2. How much is he allowed to know?
3. To what extent does the author look inside his characters and report their thoughts and feelings?

B. After answering those questions, you will probably determine that the short story you are analyzing falls into one of the four following basic categories:

1. Third person limited - the author tells the story in the third person, but he tells it from the viewpoint of one character in the story. The author places himself at the elbow of this character, so to speak, and looks at the events of the story through his eyes and through his mind. He knows everything about this character, but he shows no knowledge of what other characters are thinking or feeling, except for what his chosen character knows.

2. Third person unlimited or omniscient - the story is told by the author, and his knowledge is unlimited. He is free to go wherever he wishes, to peer into the minds and hearts of his characters at will and tell us what they are thinking or feeling. He can interpret or comment, if he wishes, on the story he is telling. He knows all.

3. First person point of view - the author disappears into one of the characters, who tells the story in the first person. This character may be either a major or minor character.

4. Objective or dramatic point of view - the author disappears into a kind of roving sound camera. This camera can go anywhere but can record only what is seen and heard. It cannot comment, interpret, or enter a character's mind. The reader is placed in the position of a spectator at a movie or play; he can only infer what they think or feel and what they are like.

VI. You were asked to determine how you thought the author felt about his material, what his attitude toward the subject was? Was it admiring, serious, mocking, sympathetic, urgent, regretful, etc? Once you made that determination, you were describing the <u>tone</u> of the short story. In spoken language tone is indicated by the way a person speaks. He might say, "I'm getting married today." The facts of his statement are entirely clear, but the emotional meaning of the statement may vary according to the tone of voice with which he utters it. He may be happy, dispairing, unbelieving, or resigned. To recognize the tone of a written word, you will have to be familiar with the meanings and

connotations of words, and with irony (which we will discuss later); above all, you must be a careful reader.

VII. Were you aware of the repetition of certain objects, or events that seemed to be particularly significant in the film you viewed. If so, you were recognizing symbols. A literary symbol is something that means more than it is. It is an object, a person, a situation, or an action or other item that has a literal meaning in the story but suggests or represents other meanings as well. You are probably already familiar with established symbols, such as a cross symbolizing christianity or white symbolizing purity. The symbols you will be concerned with in your short story study are created symbols, ones suggested by the context of the story.

You now have at your fingertips some basic tools with which you can analyze a short story. I hope that you will be able to use these tools and see in many instances how the basic elements of a story work together harmoniously to produce a significant interpretation of some phase of life. Some stories will emphasize plot, character, and theme; other stories are notable for one of the three. There may not always be symbols; you may have trouble determining point of view. But--chin up! You will grow in your skills so that no longer will you just give a natural response to a work of literature as to whether you like it or don't like it. You will be able to talk about the total meaning of the story because you know what elements the author has selected and arranged.

ENGLISH 103 SYLLABUS
Thelma Barnes, Instructor

I. Required Text: Perrine, Lawrence. Literature: Structure, Sound, and Sense. Harcourt, Brace, and Jovanovich, Inc., 1974.

II. Course Objectives:

A. The student will become familiar with the forms and terminology of poetry and the novel:
   1. As a foundation for advanced literature courses
   2. As media of expression, both in the past and in contemporary life

B. The student will be able to do close analyses and interpretations of individual works.

C. The student will learn to express logical and well-founded judgement on the significance, worth and relevance of individual works.

D. The student will master research procedures. In terms of specific assignments, this means that the student will write a term paper which demonstrates his knowledge of correct research procedures, proper documentation and acceptable prose style, and which conforms to the style and form recommended by the Harbrace College Handbook. The subject of this term paper will be some aspect of the life or works of one of the following authors:

   1. Richard Wright
   2. Thomas Hardy
   3. Charles Dickens
   4. A. E. Housman
   5. Robert Frost

E. The student will be able to write analytical essays, based on his reading of the poems and novels.

F. In his essays, and in class discussions, the student will be able to point out and evaluate the function of the following as they apply to particular works.

1. Meter	9. Blank verse	17. Tone
2. Rhyme scheme	10. Image	18. Alliteration
3. Poetic foot	11. Theme	19. Personification
4. Symbol	12. Plot	20. Irony
5. Metaphor	13. Characterization	21. Paradox
6. Simile	14. Setting	22. Connotation
7. Sonnet	15. Lyric	23. Onomatopoeia
8. Free verse	16. Figurative Language	

III. Other Requirements:

A. The student is expected to be present at every class meeting. His absences for the quarter should not exceed four. He should also be on time for every class meeting.

IV. Grading Scale:

A	93-100
B	85- 92
C	77- 84
D	70- 76
I	Below 70

SPECIFIC CONTENT AND ACTIVITIES OF

ENGLISH 103

I. Introduction to Poetry.

The instructor attempts to introduce the class to poetry as a type of literature by having the students discuss six definitions of poetry by six poets. (See Attachment I). They then move to a study of narrative poetry, specifically the ballad. They read and discuss together selected folk ballads from the text and on mimeographed sheets, concentrating on common ballad charactistics, the ballad stanza, etc. Since ballads are meant to be recited or sung, time is spent listening to recordings of ballads; usually a history instructor who is very much interested in English and American ballads visits the class, plays a dulcimer and banjo, and sings selected ballads. Once the basic principles of analysis are presented, the students are able to work in groups on a particular ballad and analyze it. Also sometimes they video-tape group presentations of ballads. (See Attachment II for sample ballads.)

II. Movement from narrative to lyrical and dramatic poetry.

The class now begins to read other poems, engaging in a discussion of the different elements of poetry as they are found in certain poems and contribute to a total effect (for example, figures of speech, sound devices, tone, meter, symbolism, etc.) (See Attachment III for sample poems.) They listen to recordings of the poems, view filmstrips, and write critical analyses of the poems. (See Attachment IV for guide to be used in writing a critical analysis.) The primary objective in the study of poetry is to introduce to the students techniques they can use in reading poetry, hoping they can approach a poem with more perception. Hopefully, they will understand, enjoy, and appreciate the poems more fully.

III. Mastery of research procedures through the writing of a term paper.

Each student writes a research papar of six to eight pages on some aspect of the life or works of one of five authors.(See Attachment V for possible term paper subjects.) Books on each author have already been collected on reserve shelves. The instructor introduces the term paper about the third week in the quarter, and the class uses the lab hour each Tuesday to work on the papers; therefore, the instructor is able to carefully supervise the students' work. The term paper seems to be a very appropriate component of the last quarter of freshman English: it can be viewed as a final

sample of the students' writing, and the students learn a step-by-step procedure that should be helpful to them in later courses. (See Attachment VI for additional help.)

IV. Study of the Novel.

The total class reads Journey for Joedel, by Guy Owen, a novel set in a mythical Cape Fear County, North Carolina, in the 1930's. The book portrays a 13-year old boy's journey to manhood; the boy is part Indian, part white and constantly experiences the cruelty and injustice of growing up in a racist society. In studying the novel, the instructor attempts to build on the skills the students had developed earlier in reading a short story; the objective is to guide the students in applying those same skills to the longer work, the novel. The students engage in critical discussions and writing on aspects of the novel. They also take tests on the content of the book.

COURSE SYLLABUS

MAT 100A

1. Instructor and Location of Office
   Anita Walker, G-260

2. Course Name, Number, and Credit Hours
   Arithmetic Refresher, MAT 100A, 1 quarter hour

3. Text
   McHale and Witzke, Arithmetic Module Series, Addison-Wesley Publishing Co.

4. Class Attendance.
   Class will meet 5 times per week and each student is expected to be in attendance for each class. Regular attendance in this class is a must if you expect to complete this course and learn the mathematics you will be studying.
   If you accumulate 3 unexcused absences, a warning notice will be sent to your advisor, to your parents, and to the Registrar. Should you accumulate more than four absences, you may be dropped from the class with grade NC (no credit).

5. Diagnosis
   On the first day of class, you will take a diagnostic test. This will help us determine what you need to work on, and therefore, what books you'll need to buy.

6. Class Procedure
   Time in class will be spent taking tests, studying the materials in the modules, getting help from the instructor, and going over tests that you take. Here is how we will do it for each module:

   (1) You will take a diagnostic test that covers material in the entire module. I will go over your test and tell you what units you need to work on. I will write this down for you on a Program Sheet which you will keep inside your module.
   (2) You will then go to the module and begin studying the materials, starting with the first assignment that is indicated on your Program Sheet. When you finish studying the assignment, take the Self Test in the book. Look at the answers below after you take the test. If you missed a question or questions, go back in the material and try to learn how to do the problem or problems correctly.
   (3) Continue with the next assignment as indicated on your Program Sheet in the same manner as described in (2) above.
   (4) When you've worked all of the assignments up to the line on your sheet that says MULTI-UNIT TEST, then come to me and ask for that test.
   (5) Refer to your Program Sheet and continue with the next assignment in the manner described in (2), (3), and (4) above.
   (6) When you have finished all MULTI-UNIT TESTS for the module you will then come and ask for the comprehensive test which covers all the material in the module.

   The final examination will be an overall test on all 4 modules.

NOTE: YOU WILL DO ALL WORK IN THIS CLASS IN PENCIL ONLY. IF A TEST IS TAKEN WITH PEN, IT WILL NOT BE GRADED.

Remember that I am here in the classroom to help you with particular problems, as well as giving and grading tests. So feel free to ask questions and get help from me, for I consider no question a "stupid one".
I want for you what you want for yourself in this class and that is for you to learn well the skills in arithmetic, and a working knowledge of those skills.

6. Grading
Your grade in this course will be based on your MULTI-UNIT TEST scores, the comprehensive test scores, and the final overall examination as follows:

Average of MULTI-UNIT Tests.....40%
Average of Comprehensive Tests.....40%
Final Examination.....20%

Grading System:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 NC: 0-59

I: incomplete

Below is a schedule you will want to refer to so that you do not get behind in your work:

Complete Module 1 - on or before September 24

Complete Module 2 - on or before October 14

Complete Module 3 - on or before November 1

Complete Module 4 - on or before November 22

MAT 100B

Spring Quarter
Vern Marlin
G-256 (Office)

CLASS: M-221, Monday, Wednesday, Friday
G-259, Tuesday, Thursday

TEXT: Fundamental Mathematics, Unit I, Fundamentals of Algebra

P I C: Filmstrips and tapes are available in the PROGRAMMED INSTRUCTION CENTER (PIC). Please sign in on the appropriate page.

TESTS: 12 - one for each module. There will be no final exam. The lowest module test score will be dropped and the remaining scores averaged. Grades will be assigned as follows:

A = 90 - 100 B = 80 - 89 C = 70 - 79 I or NC below 70

ATTENDANCE: Daily attendance is required.

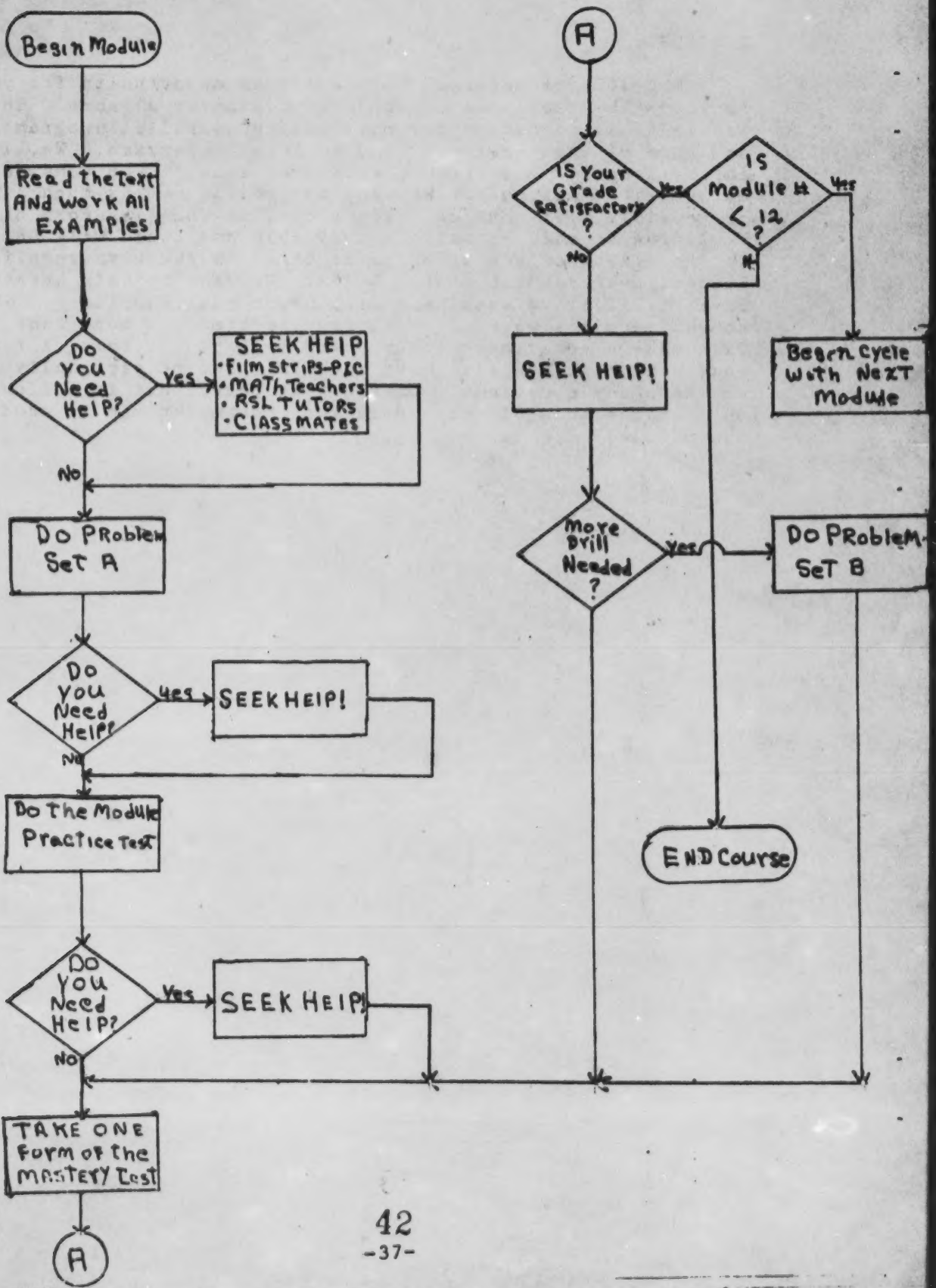
SCHEDULE

WEEK	TEST
March 7-11	Test I by March 14
March 14-18	Test II by March 18
March 21-25	Test III by March 24
March 28-April 1	Test IV by March 30
April 4-8	Test V by April 5
April 11-15	Test VI by April 11
	Mid-quarter April 15
April 18-22	Test VII by April 20
April 25-29	Test VIII by April 26
May 2-6	Test IX by May 2 Test X by May 6
May 9-13	Test XI by May 12
May 16-20	Test XII by May 17
	Finals begin

(OVER)

REMARKS:

MAT 100B is intended to provide an opportunity for you to learn the essential concepts of beginning algebra. This knowledge is necessary for most college parallel programs and some of the vocational and technical programs. We, in the Mathematics Department, know that many of you consider mathematics difficult. We want to provide you as much assistance as possible. If you need help either in the classroom or out, feel free to ask. I will be available and there will be tutors in the classroom and at specific times in the Resources for Student Learning Lab (RSL), G-259. We want to help but the responsibility to seek help will be on your shoulders. This course requires work, it will require time. I hope that you will make a commitment to try hard. If you do this, I feel confident that you will have success. See me personally if you have any questions. On the next page there is a flow chart outlining a possible procedure that you might use in studying the modules.


Begin Module
Read the Text And work All EXAMPLES
Do You Need Help?
Yes
SEEK HELP
•Filmstrips-PIC
•MATH Teachers
•RSL TUTORS
•CLASSMATES
No
DO PROBLEM SET A
Do You Need Help?
Yes
SEEK HELP!
No
Do the Module Practice Test
Do You Need Help?
Yes
SEEK HELP!
No
TAKE ONE Form of the MASTERY Test
A
A
IS Your Grade Satisfactory?
No
Yes
IS Module # < 12?
No
Yes
SEEK HELP!
Begin Cycle With Next Module
More Drill Needed?
Yes
DO PROBLEM SET B
END Course

PSYCHOLOGY 201

INTRODUCTION TO PSYCHOLOGY
SPRING QUARTER 1976

Suzanne Mintz, Instructor
Office #G265

Text: Psychology Richard L. Morgan

Course Content

March 10	:	Course expectations and syllabus
March 11, 12	:	Inquiring into Behavior
March 15-19	:	Freudian psychology
March 22-26	:	Psychosocial theorists--Horney, Erickson, Sullivan
March 29 to April 2	:	Behaviorism--Classical Conditioning, Operant Conditioning
April 5-8	:	Humanism--Rogers, Maslow, Transactional Analysis
April 9-15	:	Motivation--Fromm, Adler, Jung, Frankel
April 20-30	:	Child Psychology--Ginott, Piaget, G. Thomas, Summerhill
May 3-7	:	Emotions & Stress
May 10-14	:	Perception, E. S. P.
May 17--	:	Agression and Theories of Learning

Attendance: The student is allowed three (3) cuts without it affecting his grade. After 3 cuts, every unexcused absence will take one (1) point off the student's final grade. After ten (10) unexcused cuts, the student will be dropped from the course.

Grading: There will be nine (9) exams during the quarter over each of the units studied. Grading will be done on the point system of 100. On the written exams the highest amount of points you can earn is 90 points. Following is a break-down of how this will work.

If on an exam you make	your points will be:
A: 93-100	10 points
B: 92-86	9 points
C: 85-76	8 points
D: 75-69	7 points
NC: 68-0	0 points

At the end of the quarter these points will be added up for your final grade. You can bring up your grade by doing individual projects that are each given a point value. This means that to make an "A", you must do at least one project, although you may do as many projects as you wish to bring up your grade average.

PROJECTS

5 points — Field Trip (s) with written or oral report

Notify instructor in advance of where you want to visit and when. In all cases, appointments and arrangements must be made.

Possibilities include:
Dorethea Dix
Cherry Hospital

6 points — Creation of AV Material

Take some concept covered in class and put together a slide show, short film, video-tape or audio presentation. Instructor must approve project. Help can be arranged with Laurel Sneed in the AV Department.

1 point — Reports on related magazine, journal, or newspaper articles.

Reports may be written or given orally to a small group. The xeroxed article must accompany the report.

4 points — Written book reports

Reports must be made from assigned reading list. They must include a summary and an evaluation.

1/2 point per session
Personal counseling over specific problem area

Sessions must be with counselor or approval staff. Contact must be validated. See instructor for further information.

3 points — Attending possible workshop or group session

Notice of workshops will be announced. Dr. Moore is willing to lead a group experience for interested students.

1/2 point — Assuming leadership of small group session

Notify instructor in advance of the unit to be studied

1/2 point — Tutoring in Psychology

Contact Kathryn Clark Room G265

3 points — Independent study on extra units not covered in class

Oral exam given by instructor.

BOOK LIST	AUTHOR
Walden Two	B. F. Skinner
Toward a Psychology of Being	Abraham Maslow
The Transparent Self	Sidney Jourard
Born to Win	James & Jongeivard
On Becoming a Person	Carl Rogers
Between Parent and Child	Haim Ginott
The Art of Loving	Eric Fromm
Man's Search for Meaning	Victor Frankel
Reality Therapy	William Glassar
In and Out of the Garbage Pail	Fredrick Perls
Childhood and Society	Erick Erickson
Man and His Symbols	Carl G. Jung
Black Rage	Grier & Cobbs
Summerhill	Neill
The Vanishing Adolescent	Edgar Friendenbery
Greening of America	Charles Reich
The Savage God	A. Alvareg
Sybil-	Flora Schreiber

COURSE OUTLINE -- HISTORY 102

Sections 2 and 4

I. Instructor

Sam Sink — Office in G-252
Office hours — 8:30 MWF, 1:00 F, 3:00 M-Th, and others by scheduling an appointment

I will be available to all students in G-254 from 11:30 to 12:20 each Tuesday and Thursday. On Tuesday, we will read, learn new words, and answer practice questions on important paragraphs from the text. You may also ask questions about anything you don't understand. On Thursdays you may again ask questions. We will also go over the study guides, see extra filmstrips, review for tests, and go over the correct answers to returned tests. Extra credit will be earned for attending each Tuesday and Thursday session. Of course, you will also probably make higher grades on the tests.

II. Text

Western Civilization, An Urban Perspective by F. Roy Willis
Volume II--1300 to 1815

III. Tests

Testing will be done in the PIC. You will have 3 days (M-W or W-F) to take each test. You may schedule your test anytime you are free long enough to take it in one sitting and when the PIC is open. The PIC is open from 8:30 a.m. to 10:00 p.m. M-Th and from 8:30 a.m. to 3:30 p.m. on Friday. You must begin the test at least one hour before the PIC is scheduled to close. Failure to take the test during the assigned time period will result in a zero for that test with no retake (unless a valid written excuse is presented). Retakes (essay questions) may be taken by any student who is not happy with the grade on the first test. They will be available for one week after the original test is returned. These tests will also be taken in the PIC. There will be five tests during the quarter with the fifth test given during the final exam period in the classroom.

IV. Papers

There will be two papers to write. The first will be a biography of one of these people:

A. John Calvin, Henry IV, Louis XIV, Napoleon I in France
B. Martin Luther, Frederick II (the Great) in Germany (Prussia)
C. Oliver Cromwell, Elizabeth I, Henry VIII in England
D. Peter I, Catherine II (both "the Great") in Russia
E. Charles V (Holy Roman Emperor), Philip II in Spain

If you would like to do a biography of someone else or do some other topic besides a biography, please see me for approval before you start work on it. I will not accept a paper unless the topic is approved in advance. You must list your sources (in correct bibliographical form) and make reference to your source for each direct quote. You do not have to footnote. The most important thing in writing your paper is to understand what you have read. Therefore you must WRITE IN YOUR OWN WORDS. DO NOT COPY FROM YOUR SOURCE(S). Your grade will be lowered for each time I find copied material (except in a referenced quote). Your grade will also be lowered for misspelled words or grammatical errors which prevent me from being able to clearly read or understand your information. You do not have to type your paper if your handwriting (or printing) is readable.

The first paper will be due on Monday, January 17, 1977. Your maximum possible grade will be lowered by one letter grade (10%) for each school day late.

The second paper will be due on Monday, February 21, 1977 with the same penalty if late. The second paper is your opinion as to the extent to which the governed can, or should, retain control over the exercise of sovereignty by the governor. The same policies outlined above will be applicable to sources if any are used. Each paper will be worth 200 points.

V. Absence policy

Any absence (even if for a good reason) will automatically cause your grade to suffer unless you learn what went on in class some other way. You will be warned if you miss more than one class. If you miss another class after you have been warned, you may be dropped from the class unless a valid written excuse is presented. If you are dropped from my class, but you want to continue; please come to see me. There is a procedure for being admitted to the class again.

The state also requires that a student be dropped from a class after 5 consecutive absences. If you have a good reason for being absent (extended illness, for example), and you want to rejoin the class; please come to see me. There is a precedure for that too.

If you must be late, come on to class anyway. I do not take attendance until the end of the class period. But remember that you disturb other students as well as missing some information for which you are responsible. So please try to be on time. At the same time, I might sometimes be late and I expect you to wait for me. If I am not coming, you will be notified. Any student who leaves before I get there will be counted absent.

Students are responsible to find out anything they miss when they are absent or late (or just not paying attention;). Ignorance will not be a valid excuse.

HISTORY 102-2

Grading Policy

During the quarter, you will have an opportunity to earn credit on two papers and five tests. Each paper will be worth 200 points. Each test will be worth approximately 250 points. For each grade, the following scale will be used to determine the letter grade.

90% to 100% is an "A"
80% to 89% is a "B"
70% to 79% is a "C"
60% to 69% is a "D"
Below 60% is an "NC"

Therefore, for an "A" on each paper, a student must earn between 180 points and 200 points. (90% of 200 points is 180 points)

The total for the quarter will be something like this:

5 tests (250 points each)	1250 points
2 papers (200 points each)	400 points
Attendance at extra sessions	200 points
TOTAL ----------	1850 points

At the end of the quarter, your scores will be totaled and compared to this approximate scale.

90% of 1850 is 1665	1665 to 1850 is an "A"
80% of 1850 is 1480	1480 to 1664 is a "B"
70% of 1850 is 1295	1295 to 1479 is a "C"
60% of 1850 is 1110	1110 to 1294 is a "D"
	Below 1110 is an "NC"

If a test is taken over, the second (or last) test score will be used.

The grade for attendance at extra sessions will be simply your test scores plus ten points for each time you attend a session. So if you have C's on your tests, you already have 140 points (70%) of the 200 points for attendance. If you don't come to any extra sessions, it will not affect your grade at all. But if you do come, YOU WILL GET TEN POINTS EACH TIME. So if you came to six of the extra sessions, you would get 60 more points and have 200 out of 200 (100%) which is an "A". And you can earn up to 100 extra bonus points!

As a bonus for good attendance at the regular MWF classes, each student who has no absences at all will get a 20 point bonus added to his/her total. Taking advantage of these opportunities for extra credit can easily boost your grade from a "C" to a "B" or from a "B" to an "A".

SELECTED MATERIALS FROM THE TUTORIAL PROGRAM

KATHRYN CLARK

The RSL Tutorial Program offers its services to all students on Southeastern Community College's campus. Students who are experiencing difficulty in understanding subject matter, who have difficulty understanding the instructor, or who feel the pace of instruction in class is too fast are prime candidates for our tutorial services. Students who appear to fall into one of the above categories are encouraged through instructors and on-campus advertising to seek help by contacting the Tutor-Coordinator.

Persons who serve as tutors are hired through the Tutor-Coordinator. Attachment #1 outlines the process used in selecting tutors. Advertisement for positions available in the program takes place also through on-campus advertising. After tutors are hired, several training sessions are held by the Tutor-Coordinator. Attachment #2 contains selected training and record-keeping materials used by the program. Follow-up to the training sessions takes place through weekly meetings with the Tutor-Coordinator.

The philosophy of the RSL Tutorial Program is to provide an atmosphere in which tutees can be successful. The approach of the tutor is one of praise, not condecension. In helping students to achieve success, tutors are trained in the area of Glasser's Reality Therapy, which we refer to in attachment #2 as Seven Steps of Making Contracts. In summary, our tutors attempt to show tutees that they can learn, and that they are all important and worthwhile people.

PARA-PROFESSIONAL TUTORS

I. Role description of Para-professional tutors.

These persons function to:

a. tutor students needing help with college work.
b. report on students improvement to instructor (s)/ tutor-counselor.
c. assist in small group activities in the classroom when needed by the instructor.
d. participate in training sessions planned by coordinator.
e. attend weekly meetings with tutor-counselor.

II. Criteria used to select Para-professional tutors.

a. an overall GPA of 3.0 (or B), or an A or B in the course in which tutoring is to be done.
b. demonstrated proficiency.
c. sensitivity, understanding, and ability to relate to students.
d. recommendation of a faculty person from the area in which tutoring is to be done.

III. Selection procedure

a. submission of an application.
b. review of application by Tutorial Coordinator
c. input from department coordinators and/or faculty.
d. review information on applicant found in the SDC center.

RESPONSIBILITIES OF THE TUTOR

1. To give each and every student your genuine attentiveness.
2. To be on time for all tutoring sessions.
3. To call in to Kathryn or some other RSL staff member when you cannot come for tutoring sessions.
4. To keep a time card of contacts with students, and to make sure that students keep time cards.
5. To meet regularly with the tutorial co-ordinator to discuss tutorial problems.
6. To take responsibility for attending training sessions.
7. To periodically submit report forms on progress of students.
8. To contact students when they do not keep appointments.
9. To contact instructors of tutees to check on student's progress, and to receive advice from the instructor in terms of better helping your students.

SEVEN STEPS OF MAKING CONTRACTS

1. Involvement -- get to know them. Reveal yourself.
2. Deal with behavior. The student is responsible for his own behavior; good feelings about himself follow good behavior.
3. Help him make a value judgment about his own behavior and the consequences.
4. Help him make a plan for more productive behavior.
5. Get him to commit himself to the new plan.
6. Accept no excuses.
7. No punishment.

ROLE PLAY PRACTICE SESSION
TRIADS

In groups of three, one person assumes the role of tutor, one person the role of tutee and one person the role of observer. Using the principles of Problem Solving the tutor counsels the tutee for a ten minute session on a mutually agreeable problem situation.

The observer using the questions below, takes notes and after the ten minutes all three members discuss the session using the guidelines below. Discussion should also last ten minutes. Participants should now switch roles for another ten-minute counseling and ten minutes discussion session as above.

Change roles once more so that each group member has had a chance to assume each of the roles-Tutor, Tutee, Observer.

The total time for this activity is one hour.

- -

OBSERVER'S QUESTIONS

1. What does the tutor do to convey involvement to the tutee?
2. What does the tutor do to allow the tutee to evaluate his own behavior?
3. What does the tutor do about having the tutee formulate a plan?
4. Is the plan "short", "specific", and "possible"?
5. What does the tutor do about obtaining a commitment (contract) to the plan?
6. What does the tutor do about excuses in carrying out plans (not necessarily applicable during the first session)?
7. What does the tutor do to indicate that he will remain involved?

GENERAL PRINCIPLES OF SUCCESSFUL TUTORING

There are some things you have to be able to do in order to be a successful tutor:

1. Get to know and like your student.
2. Try to find out what interests him.
3. Accept him as he is. If you cannot, ask to be changed.
4. Be sure he succeeds, since if he succeeds he will feel good about himself.

GETTING ALONG WITH THE STUDENT: Be yourself -- it will take time and patience for you both to feel comfortable and friendly. Remember, fun and laughter help.

Suggestions:

1. What a person is called is very important to him. Make sure you say his name the way he wants it said.
2. Show your student that you are interested in him as a person.
3. Try not to be absent or late for tutoring sessions. Let the student know if you can't be there. He will be watching closely to see whether or not you show up every time.
4. A few minutes of easy talk is a good way to begin. Listen to what the sutdent has to say. Pay attention to him.

FIND OUT WHAT INTERESTS THE STUDENT

1. If the student likes you, his desire to please you will help him to learn.
2. People like to do what interests them. Because you will usually be working with only one student at a time, you can work with things that really interest him.
3. How do you find out what interests him?
4. A. Talk to him. Listen to him.
   B. Use the Interest Inventories. Discuss obvious area of interest with him.

If you are a good tutor your tutee will succeed in every lesson and will deserve praise. Give it freely, but not falsely.

MAKING SURE THE STUDENT SUCCEEDS

Even something as simple as having the student repeat a word after you have said it to him gives him a feeling of success. Here are some steps for making sure he succeeds:

STEP 1: Begin by asking him to do something you feel sure he can do.
STEP 2: Praise him for his success. Let him know you expected him to succeed by saying "I knew you could do it."

STEP 3: Move to the next lesson. Make sure, it is only a very small move. Do something that is not much harder than the first step.

STEP 4: If he does that well, praise him and move on. If not, try something easier. If, for example, you had showed him the word "there" and he read it as "that", you say "there" (without telling him he was wrong) and then ask him to repeat it. When the student says "there", praise him and move on.

STEP 5: Always end the tutoring time with praise or a special reward.

HELPING THE STUDENT FEEL GOOD ABOUT HIMSELF

If a person thinks that he cannot learn school subjects he probably won't learn them. Many students come to school with the idea that they are "dumb" and can't learn. It is hard for a teacher to give the one-to-one attention needed to change this idea.

Psychologists and sociologists tell us that the ideas a person has about himself depends on what he sees and hears about himself from others. Children begin to "be" what they think other people think of them. If a student is told he is "dumb" or "slow" or that "he never gets anything right" he will begin to think of himself as a stupid person who cannot learn. As a result, he may not learn.

Your job as a tutor is very important. You must try to show that you think the student can learn and that he is a good learner. A warm friendly feeling between you will say that you know he is an important and worthwhile person. When you allow him to succeed you are showing your faith in his ability. When you praise him for his work and give him small rewards, you are showing him that he can do well in school.

HOW TO APPROACH SUBJECT TUTORING

It is tempting to merely list a procedure and say this is to be followed. It is obvious, however, that this would be absurd. Each subject area has its own peculiarities and each teacher in the subject areas has his own approach. Essentially, tutoring is an individual experience, the interrelationship of two individuals working closely together. In this relationship there is no one method, no easy answer. The most success will be found with methods which you develop yourself while working with the student. Any method which helps your tutee will be considered the best method. For these reasons, then it is unrealistic to attempt to provide specific guidelines. The following general suggestions may be useful:

1. It is most helpful when the tutor is either taking the subject in which he is tutoring from the same teacher as the tutee, or

has had the subject under the same teacher. If this is not possible, the tutor should attempt to learn the teacher's approach directly from the teacher. Where impossible, talk with other students who have or have had that teacher in order to learn his approach to the subject.

2. In the absence of specific instructions from the subject teacher, the tutor should attempt to learn the weakness of the student. The most obvious way would be to ask the tutee where he needs help. However, should the tutee be unable to list his weaknesses, the tutor must determine these himself. For example, if you are tutoring Algebra III and by working with the student you learn his main problem is not being able to multiply, then here is where you would concentrate your beginning efforts.
3. Always be prepared for each session - by having alternatives to merely doing homework.
4. Where possible, you should use the techniques with which you are the most comfortable.
5. Utilize suggestions from your tutee as well as from other tutors.

TEAMWORK

You will be a member of the school team. It will be important for you to work with the person from whom you are asked to get your information. Information about the student you will tutor will come from his teacher. If the school decided that you should work with someone other than the teacher, be sure to follow school instructions and work closely with that person.

CONFIDENTIAL INFORMATION

When you talk over a student's needs with his teachers, or see personal information in the records such as test scores and report cards, remember that this information is not to be talked about outside the school. It is very important not to gossip about students, their homes, or the school. As a member of a professional team you will begin to see why this would be most unfair to the family, the student, and your school team.

PERSONAL RELATIONSHIPS

Suppose you were tutoring students of several teachers. These teachers will have different ways of doing things. You will have to make every effort to adjust to the way the student's teacher works. Always remember that you can't possibly make mistakes when you manage to just be yourself. Work with people in a friendly but serious way. If for any reason you cannot seem to get along with either students or co-workers, discuss the problem with your supervisor. Ask for a change of assignment if no improvement takes place.

COMMITMENT

Tutoring demands a definite commitment. Do not start unles you can be faithful throughout the program. Few things will kill a tutee's faith in his tutor and the program quicker than having a tutor who fails to appear at a scheduled session.

TUTORING TIPS--GENERAL

1. Meet the student in a relaxed, friendly manner.
2. Learn his name and pronounce it correctly.
3. Let the student know you are truly interested in him by asking about him - his interests, friends, and problems.
4. Give the student your full attention. Listen to what he has to say.
5. See the student's teacher regularly to get instructions on the lessons to be taught.
6. Let the student know you are human too. Don't be afraid to make mistakes.
7. Set an example for the student by being courteous and respectful.
8. Be prepared; have all materials ready. The student will think if you're not prepared, you're not interested.
9. Keep the lesson moving. When you notice the student losing interest, change activities.
10. Build the student's self confidence. Let him know you expect him to do well.
11. Ask for help when you meet a problem you are not sure you can handle.
12. Be patient, progress may seem slow. After a few weeks you'll notice some gain.

APPLICATION FOR TUTORING DATE_____

Instructions: Fill in items numbered 1-4 and read carefully Instructions for Tutoring and the Contractual Agreement.

1.

Name_____

Address_____

Local Phone #_____

2.

Course in which you need a tutor:

Course	Instructor	Section
_____	_____	_____
_____	_____	_____
_____	_____	_____

Preferred Hours for Tutoring: Assigned Hours:

M-W-F_____ M-W-F_____

T-Th_____ T-Th_____

3. Are you a Veteran? Yes_____ No_____

4. Please write class schedule below

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05					
8:30 9:20					
9:30 10:20					
10:30 11:20					
11:30 12:20					
12:30 1:00					
1:00 1:50					
2:00 2:50					
3:00 3:50					
4:00 4:50					

INSTRUCTIONS FOR TUTORING SERVICE

1. Student is responsible for bringing his own textbook, assignments, test papers, or any other materials pertinent to the success of the tutoring session.

2. Student should contact his/her tutor or the tutoring office if he/she will miss a tutoring session. Failure to do so may result in expulsion from the tutoring program, as by the contractual agreement written below.

3. Veterans should see Jan Chauncey.

CONTRACTUAL AGREEMENT: If a student misses more than two tutoring sessions without contacting his/her tutor, he/she will automatically be dropped from the program.

SIGNED: _____

_____

COURSE INSTRUCTOR'S COMMENTS:

_____

_____

_____

_____

_____

TUTOR'S COMMENTS:

_____

_____

_____

_____

_____

RESOURCES FOR STUDENT LEARNING

TUTOR REPORT FORM

Tutor's Name_____ Week of:_____

Student's Name_____

Course being tutored_____ Number of sessions this week_____

Please be specific:

A. What have you been working on with your student?_____

_____

B. How do you think it's going?_____

_____

Have you contacted the instructor of this student? Yes_____ No_____

Comments:_____

Have you contacted the tutor/counselor about this student? YES___NO___

Comments:_____

Do you have any further comments, suggestions, and/or problems?

_____

TUTEE REPORT FORM

Tutor's Name_____ Date_____

Name of Student_____

Please be specific:

A. What have you been working on with your tutor?_____

_____

B. How do you think it's going?_____

Also, if you wish, use this form to report comments, suggestions, or problems.

_____

SOUTHEASTERN COMMUNITY COLLEGE

Tutor Evaluation Form

Tutor_____

Subject_____

Instructor_____

No. of hours taken this semester_____

We are attempting to evaluate the effectiveness of our tutoring program so that we may better serve the needs of all students. You can help us assess this program by your frank and honest answers to this questionnaire. Please feel free to make any comments you feel will help us in evaluating this program. Your responses will not be associated with your name in any way.

PLEASE CIRCLE:

	1	2	3	4
1. Was the tutor on time?	Never on time	sometimes on time	Mostly on time	Always on time
2. Was the tutor prepared?	1 Never prepared	2 Sometimes prepared	3 Usually prepared	4 Always prepared
3. Was the tutor knowledgeable?	1 Knew nothing about the subject	2 Sometimes could figure something out	3 Usually understood the material	4 Always understood the material
4. Did the tutor stick to tutoring or just sit around and talk?	1 The tutor never stuck to tutoring	2 The tutor sometimes stuck to tutoring	3 The tutor usually stuck to tutoring	4 The tutor always stuck to tutoring
5. Did the tutor simply give you the answer, or did the tutor help you find the answer?	1 The tutor simply gave the answer	2 The tutor sometimes helped me find the answer	3 The tutor usually helped me to find the answer	4 The tutor always helped me find the answer for myself
6. Were the tutor's explanations clear and to the point?	1 The tutor was always confusing	2 The tutor was sometimes confusing.	3 The tutor usually was clear	4 The tutor was always clear
7. Was the tutor concerned about your academic progress?	1 The tutor did not appear to care	2 The tutor sometimes appeared to care	3 The tutor usually appeared to care	4 The tutor always appeared to care

PLEASE CIRCLE:

	1	2	3	4
8. Was the tutor patient?	The tutor was never patient	The tutor was sometimes patient	The tutor was usually patient	The tutor was always patient
	1	2	3	4
9. Was the time being tutored well spent?	The time was never well spent	The time was sometimes well spent	The time was usually well spent	The time was always well spent

10. On a scale from F to A, what grade would you give your tutor? (A=Excellent)

F D C B A

11. After being tutored, did your grade or achievement level

1 go down 2 stay the same 3 improve

12. Would you have dropped the class without the availability of the tutoring service?

YES NO

13. What changes would you make in the physical setting in which you were tutored?

_____

_____

_____

14. Comments or suggestions:

_____

_____

_____

NOTE: The above form used by Ventura College was taken from an About Tutoring Newsletter.

NATIONAL PROJECT II: ALTERNATIVES TO THE REVOLVING DOOR

Fund for the Improvement of Post-secondary Education

PART II: FIPSE RESEARCH

II. Fund for the Improvement of Post-secondary Education Research

A. Introduction

John Roueche* and D. J. Prediger** claim that persistence data is the most valid indication of college success (and program success). Resources for Student Learning has experienced success in the area of student persistence for several years, but without understanding the reason for results, program improvement can proceed only by trial and error.

RSL wants to know more than the persistence rate of its students. Are there indicators in addition to persistence that show RSL is effectively meeting the academic needs of its students? If the program is successful, what are the reasons for its results?

The hypothesis of the RSL staff is that the personalization of instruction, the counseling role of the instructor, and the use of small groups as the ideal learning situation are what keep their developmental students in school.

*Roueche, J. E., and Kirk, W. Catching Up: Remedial Education. Washington: Jossey-Bass, 1973.

**Prediger, D. J., "Prediction of Persistence in College," Journal of Counseling Psychology, 1965.

PART II: FIPSE RESEARCH

B. Population

Students invited to become a part of Southeastern's developmental program have been identified through high school transcripts, counselors, and instructors as being high-risk. These students were in the bottom half of their high school graduating class, recommended by their counselor as having special needs, graduates of GED or other adult education programs, and/or students who were not college prep in high school. Some of these students had been out of high school five or more years. They have the potential for succeeding in college, but the odds are against them. Sixty-eight percent of the RSL population were selected using the above criteria.

The CET scores of all freshmen were reviewed and 32% of the RSL population were selected from the bottom 8%. There were 109 students selected to be a part of the program: 63.8% white, 35.2% black, 1% Indian; 42% male, 58% female; 84.3% 25 and under, 15.7% 26 and over.

Comparison Group I was selected in the same manner as the RSL group. Sixty-eight percent were selected through high school transcripts, counselors, and instructors. They were all identified as high-risk students. Thirty-two percent were selected using CET scores--matching them score for score to the RSL group. There were 62 students in this group: 46.8% white, 51.6% black, 1.6% Indian; 46.8% male, 53.2% female; 88.7% 25 and under, and 11.3% 26 and over.

Comparison Group II were regular college freshmen, selected by random sample after eliminating all RSL students, comparison group I, and vocational students. There were 62 students in this group: 62.8% white, 34% black, and 3.2% Indian; 38.7% male, 61.3% female; 95.2% 25 and under, and 4.8% 26 and over. (Additional descriptive information about the RSL students follows on the next two pages.)

C. Procedures

The procedures used for gathering information will be included with the summary of each kind of data collected.

SELECTION OF RSL STUDENTS AND COMPARISON GROUPS

68% OF RSL AND COMPARISON GROUP I WERE SELECTED BASED ON

1. BOTTOM HALF OF HIGH SCHOOL GRADUATING CLASS
2. GRADUATES OF GED OR OTHER ADULT EDUCATION PROGRAMS
3. STUDENTS WHO WERE NOT COLLEGE PREP IN HIGH SCHOOL
4. STUDENTS WHO HAD BEEN OUT OF HIGH SCHOOL FIVE OR MORE YEARS
5. RECOMMENDED BY COUNSELOR AS HAVING SPECIAL NEEDS

32% OF RSL AND COMPARISON GROUP I WERE SELECTED BASED ON CET SCORES (BOTTOM 8%) --MATCHED SCORES

COMPARISON GROUP II (REGULAR STUDENTS) WERE SELECTED BY RANDOM SAMPLE AFTER ELIMINATING ALL RSL STUDENTS, COMPARISON GROUP I, AND VOCATIONAL STUDENTS

(ONLY FRESHMAN WERE USED IN ANY GROUP)

RESOURCES FOR STUDENT LEARNING (FALL 1975-1976)
(109 students in this study)

RACE			SEX		MARITAL STATUS				AGE			
W	B	I	M	F	M	S	D	W	25-under	26-30	31-40	40-over
65	36	1	43	59	14	85	2	1	86	7	6	3
63.8%	35.2%	1%	42%	58%	13.8%	83.3%	1.9%	1%	84.3%	6.9%	5.9%	2.9%

69.5% OF RSL STUDENTS RECEIVED SOME TYPE OF FINANCIAL AID AT LEAST ONE QUARTER DURING YEAR.

COMPARATIVE GROUP I (SIMILAR)
(62 students)

RACE			SEX		MARITAL STATUS				AGE			
W	B	I	M	F	M	S	D	W	25-under	26-30	31-40	40-over
29	32	1	29	33	4	55	3	0	55	3	0	4
46.8%	51.6%	1.6%	46.8%	53.2%	6.5%	88.7%	4.8%		88.7%	4.8%		6.5%

COMPARATIVE GROUP II (DISSIMILAR)
(62 students)

RACE			SEX		MARITAL STATUS				AGE			
W	B	I	M	F	M	S	D	W	25-under	26-30	31-40	40-over
39	21	2	24	38	4	56	2	0	59	3	0	0
62.8%	34%	3.2%	38.7%	61.3%	6.5%	90.3%	3.2%		95.2%	4.8%		

D. Instruments used by Resources for Student Learning

1. Nowicki-Strickland Survey---Adult Form

This instrument is administered to all Resources for Student Learning students in a large group setting. It is given as a pre- and post-test to the RSL experience to measure locus of control. Current research data indicate it may be the best instrument available for measurement of locus of control. Another asset is that it takes only 20-30 minutes to administer. One liability of using this instrument is its newness. Research concerning its interpretation and validity is still being conducted.

2. Cooperative English Test

This instrument was administered to all Southeastern Community College freshmen (1973-1975) in a large group setting the first day of the school term. An alternate form was re-administered to RSL students and a comparison group at the end of second quarter. It was used for counseling and placement recommendations and to measure student progress. We used this instrument because it was recommended by the English and reading faculty. An advantage of using this instrument is that alternate forms are available. Thus, it can be administered more than once. A disadvantage of the instrument is that the norming group used was unlike SCC students.

3. Comparative Guidance and Placement Program

This instrument was administered to all students entering Southeastern Community College from 1968-1972. In 1976, the college reinstated the CGP as part of its requirements for enrollment. The CGP is given in a large group setting by the admissions officer before student registration. It is given again at the end of second quarter for RSL students. It is used for counseling students on strengths and weaknesses, placement recommendations, as a diagnostic tool, and to measure student progress. Community College students were used in establishing norms for this instrument; self-scoring answer sheets may be obtained, thus, placement information can be gathered immediately for students who on registration day walk into the college for the first time; and diagnostic information on student needs can be obtained by analysis of student response to particular test items. The disadvantages of this instrument are that the self-scoring CGP does not have alternative forms and that the self-scoring version is not as comprehensive.

4. Survey for Past RSL Students

This instrument was sent by mail during the summer of 1976 to students who participated in RSL before the 1975-76 school year. The results are used for program evaluation purposes. We are attempting to determine what our past students are now involved in and positive or negative things about RSL that stick out in their minds. This information could lead to a revision of RSL. We designed this instrument to fit our situation. Another advantage is that it is short and specific; thus, we should get increased student response. A detailed questionnaire of greater length would get more information that could be used for program revision.

5. Faculty Evaluation

This instrument is administered to all Southeastern Community College students in the classroom during the eighth week of each quarter. Instructors are not allowed in the room during administration and the student response forms are taken directly to the appropriate dean by a student. It was used in counseling faculty and in identifying meritorious or unsatisfactory faculty members. It was developed by an SCC committee made up of both faculty and administrators and was designed specifically for our campus. Some faculty members say the student is not qualified to evaluate his performance.

6. Learning Styles Inventory developed by Albert A. Canfield

This instrument is administered to all Resources for Student Learning students in a large group setting. It is used to gather data on student learning styles. This is the first time our program has administered this particular instrument. We plan to compare the results with instructor observations to see if there is agreement. The Joe Hill form of Cognitive Style Mapping is quite complex. This inventory is much easier to administer and interpret. If it measures what it claims to measure, we will use this instrument in counseling students, in implementing perscriptive learning, and possibly as a tool for student selection. Some advantages of this instrument are the time it takes to administer and the ease of interpretation. It allows the instructor to find out information about the student at the beginning of a quarter that they may not learn until late in the quarter, if at all. Newness of the instrument is a liability in that research concerning its validity is still being conducted.

7. RSL Survey

This instrument was sent by mail during the summer of 1976 to students who were enrolled in RSL during the 1975-76 school year. It is used in evaluating the RSL program and the results will be used for program revision. It was designed to obtain student evaluation of specific elements of the RSL program. It is tailored to the evaluation needs of RSL. The length of the instrument probably decreased the amount of student response.

SELECTION OF RSL STUDENTS AND COMPARISON GROUPS

68% OF RSL AND COMPARISON GROUP I WERE SELECTED BASED ON

1. BOTTOM HALF OF HIGH SCHOOL GRADUATING CLASS
2. GRADUATES OF GED OR OTHER ADULT EDUCATION PROGRAMS
3. STUDENTS WHO WERE NOT COLLEGE PREP IN HIGH SCHOOL
4. STUDENTS WHO HAD BEEN OUT OF HIGH SCHOOL FIVE OR MORE YEARS
5. RECOMMENDED BY COUNSELOR AS HAVING SPECIAL NEEDS

32% OF RSL AND COMPARISON GROUP I WERE SELECTED BASED ON CET SCORES (BOTTOM 8%) --MATCHED SCORES

COMPARISON GROUP II (REGULAR STUDENTS) WERE SELECTED BY RANDOM SAMPLE AFTER ELIMINATING ALL RSL STUDENTS, COMPARISON GROUP I, AND VOCATIONAL STUDENTS

(ONLY FRESHMAN WERE USED IN ANY GROUP)

PERSISTENCE IN RSL 1975-76

PERCENTAGE OF ORIGINAL STUDENT POPULATION FOR 1975-76 RETAINED BY QUARTERS: THE PERCENTAGES WERE OBTAINED BY COMPARING THE NUMBER OF STUDENTS ENROLLED IN THE FALL QUARTER WITH THE NUMBER COMPLETING WINTER QUARTER AND THE NUMBER COMPLETING SPRING QUARTER.

GROUP	ENROLLED FALL QUARTER	COMPLETED WINTER QUARTER	%	COMPLETED SPRING QUARTER	%
RSL	109	92	84%	87	80%
COMPARISON I (SIMILAR)	62	48	78%	37	60%
COMPARISON II (REGULAR)	62	53	85%	47	76%

COMMENT: RETENTION RATE IS CONSIDERED TO BE THE SINGLE MOST IMPORTANT INDICATOR OF THE SUCCESS OF ANY DEVELOPMENTAL STUDIES PROGRAM. THE RSL PROGRAM (AND ADVANCEMENT STUDIES PROGRAM) HAS CONSISTENTLY MAINTAINED A HIGH RETENTION RATE. THE FOLLOWING TABLE SHOWS THE RETENTION FOR THE LAST FIVE YEARS.

GRADE POINT AVERAGES 1975-1976

GROUP	ENROLLED END OF QUARTER	TOTAL QUALITY POINTS EARNED	TOTAL HOURS EARNED	GPA
FALL QUARTER				
RSL	109	3542	1513	2.34
COMPARISON I (SIMILAR)	62	1763	848	2.08
COMPARISON II (REGULAR)	62	2532	974	2.60
WINTER QUARTER				
RSL	92	2818	1191	2.37
COMPARISON I (SIMILAR)	49	1346	653	2.12
COMPARISON II (REGULAR)	53	1814	756	2.40
SPRING QUARTER				
RSL	87	2689	1140	2.36
COMPARISON I (SIMILAR)	37	1301	529	2.46
COMPARISON II (REGULAR)	47	1734	662	2.62

COOPERATIVE ENGLISH TEST

GROUP	PRE-TEST	POST-TEST	% OF STUDENTS WITH GAINS	% OF STUDENTS LOWER
RSL	136 AV.	147 AV.	63.5%	6%
	77 SCORES	63 SCORES		REST NO CHANGE OR NO PRE-TEST
	1-6 %	8-25 %		
REGULAR ENGLISH	144 AV.	148 AV.	15%	7%
	9 SCORES	41 SCORES		
	6-22%	12-29%		78% NO PRE-TEST

COMMENT:

The Cooperative English Test was administered to incoming freshman so that results could be used by advisors for placement purposes. An alternate form was administered to four English 102 sections and three regular English 102 sections. The individual scores were averaged and the percentile band given is that of the average score for the group. The individual scores of students with both a pre- and post-test were compared.

HOURS ATTEMPTED AND EARNED

GROUP	ATTEMPTED	EARNED	PERCENTAGES
FALL QUARTER			
RSL	1537	1317	86%
COMPARISON I (SIMILAR)	923	704	76%
COMPARISON II (REGULAR)	992	880	89%
WINTER QUARTER			
RSL	1271	1060	83%
COMPARISON I (SIMILAR)	682	536	79%
COMPARISON II (REGULAR)	799	677	85%
SPRING QUARTER			
RSL	1207	1017	84%
COMPARISON I (SIMILAR)	545	493	90%
COMPARISON II (REGULAR)	683	599	88%

ACADEMIC ACHIEVEMENT

GROUP	ENROLLMENT	DEAN'S LIST NUMBER	DEAN'S LIST %	HONOR'S LIST NUMBER	HONOR'S LIST %
FALL QUARTER					
RSL	109	10	9%	19	17%
COMPARISON I (SIMILAR)	62	4	6%	3	5%
COMPARISON II (REGULAR)	62	7	11%	6	10%
WINTER QUARTER					
RSL	92	4	4%	18	20%
COMPARISON I (SIMILAR)	48	0	0%	3	6%
COMPARISON II (REGULAR)	53	4	8%	5	9%
SPRING QUARTER					
RSL	87	5	6%	11	13%
COMPARISON I (SIMILAR)	37	2	5%	3	8%
COMPARISON II (REGULAR)	47	7	15%	6	13%

COMMENT: DEAN'S LIST--THESE STUDENTS EARNED THE RIGHT TO BE ON THE DEAN'S LIST BY HAVING ACHIEVED A GRADE-POINT AVERAGE OF 3.50 to 4.00 ON AT LEAST 12 CREDIT HOURS WITH NO GRADES OF "D", "I", OR "NC".

HONOR LIST--THESE STUDENTS EARNED THE RIGHT TO BE ON THE HONOR'S LIST BY HAVING ACHIEVED A GRADE-POINT AVERAGE OF 3.00 to 3.49 ON AT LEAST 12 CREDIT HOURS, WITH NO GRADES OF "D", "I", OR "NC".

ACADEMIC PROBATION

GROUP	# ON PROB.	% ON PROB.	# OFF PROB.	% OFF PROB.	# CONT. PROB.	# SUSPENDED OR W/D
WINTER QUARTER (BASED ON FALL QUARTER GRADES)						
RSL	28	26%	7	25%	6	15
COMPARISON I (SIMILAR)	24	39%	5	20%	4	15
COMPARISON II (REGULAR)	13	21%	3	23%	3	7
SPRING QUARTER (BASED ON WINTER QUARTER GRADES)						
RSL	12	11%	8	66.7%		
COMPARISON I (SIMILAR)	9	15%	3	33.3%		
COMPARISON II (REGULAR)	11	18%	4	36%		

COMMENT: STUDENTS ARE CONSIDERED ON ACADEMIC PROBATION IF THEY DO NOT HAVE A 1.50 GPA AT THE END OF THE QUARTER OR IF THEY HAVE 2 "I's", 2 "NC's", OR AN "I" AND AN "NC". STUDENTS ARE CONSIDERED OFF ACADEMIC PROBATION IF THEY GET A 2.00 GPA ON A MINIMUM OF 12 QUARTER HOURS THE FOLLOWING QUARTER.

PERSISTENCE IN RSL 1970-75

THE PERCENTAGE RATES FOR THE YEARS 1970-75 WERE OBTAINED BY COMPARING THE NUMBER OF STUDENTS ENROLLED IN THE FALL QUARTER WITH THE NUMBER COMPLETING SPRING QUARTER.

SCHOOL YEAR	ENROLLED FALL QUARTER	COMPLETED SPRING QUARTER	PERCENTAGE
1974-75	99	75	78.4%
1973-74	57	52	91 %
1972-73	74	63	86 %
1971-72	71	54	76 %
1970-71	49	43	88 %

Learning Styles Inventory

Summary for all Resources for Student Learning students who completed the Learning Styles Inventory

N=73

SUMMARY OF PERCENTILE PROFILES

NORM GROUP *Community College Males and Females*

Categories	RELATIVE IMPORTANCE* OF EACH CATEGORY: # in top quartile	# in bottom quartile
I. Conditions-scores reflect concerns for the dynamics of the situation in which learning occurs.		
A. Affiliation: Friendly, warm, supportive relations with others.		
P. Peer: Working in student teams; good relations with other students, etc.	35	9
T. Teacher: Knowing the teacher personally; having a mutual understanding; liking one another.	43	1
B. Structure: Logical, orderly, well-defined and clear study plans.		
O. Organization: Course work logically and clearly organized; meaningful assignments and sequence of activities.	11	30
D. Detail: Specific information on assignments, requirements, rules, etc.	3	33
C. Achievement: Independence of action; pursuit of own interests; self-set objectives in relation to self-perceived capabilities and interests.		
G. Goal Setting: Setting one's own objectives; using feedback to modify goals or procedures; making one's own decisions on objectives.	6	38
I. Independence: Working alone and independently; determining one's own study plan; doing things for one's self.	12	22

*The large majority of the traditional community college students would fall in the 2 middle quartiles. We show here the # of students who deviate greatly from the mean.

79

80

	RELATIVE IMPORTANCE OF EACH CATEGORY	
	# in top quartile	# in bottom quartile
D. Eminence: Comparing oneself to others; competing for recognition; having situations controlled; dealing with authority.	27	14
C. Competition: Desiring comparison with others; needing to know how one is doing in relation to others.	18	25
A. Authority: Desiring classroom discipline and maintenance of order; having informed and knowledgeable teachers.	17	19
II. Content: Major areas of interest.		
N. Numeric: Working with numbers and logic; computing, solving mathematical problems, etc.	22	17
Q. Qualitative: Working with words or language; writing, editing, talking.	11	19
I. Inanimate: Working with things; building, repairing, designing, operating.	21	14
P. People: Working with people, interviewing, counselling, selling, helping.	16	22
III. Mode: General modality through which learning is preferred.		
L. Listening: Hearing information; lectures, tapes, speeches, etc.	18	20
R. Reading: Examining written work; reading texts, pamphlets, etc.	19	16
I. Iconics: Viewing illustrations, movies, slides, pictures, graphs, etc.	22	16
D. Direct Experience: Handling or performing; shop, laboratory, field trips, practice exercises, etc.		

IV. Expectation: The level of performance anticipated.

A. An outstanding or superior level.

B. An above average or good level.

C. An average level or satisfactory level.

D. A below average or unsatisfactory level.

Expectancy Score: The student's relative prediction of the anticipated level of performance.

RELATIVE IMPORTANCE OF EACH CATEGORY

# in top quartile	# in botto quartile
8	25
8	34
33	4
30	10
8	28

Learning Styles Inventory

Summary for males in Resources for Student Learning

N=30

SUMMARY OF PERCENTILE PROFILES

NORM GROUP *Community College Males*

Categories	RELATIVE IMPORTANCE* OF EACH CATEGORY: # in top quartile	# in bottom quartile
I. Conditions-scores reflect concerns for the dynamics of the situation in which learning occurs.		
A. Affiliation: Friendly, warm, supportive relations with others.		
P. Peer: Working in student teams; good relations with other students, etc.	*10*	*2*
T. Teacher: Knowing the teacher personally; having a mutual understanding; liking one another.	*19*	*0*
B. Structure: Logical, orderly, well-defined and clear study plans.		
O. Organization: Course work logically and clearly organized; meaningful assignments and sequence of activities.	*4*	*8*
D. Detail: Specific information on assignments, requirements, rules, etc.	*1*	*13*
C. Achievement: Independence of action; pursuit of own interests; self-set objectives in relation to self-perceived capabilities and interests.		
G. Goal Setting: Setting one's own objectives; using feedback to modify goals or procedures; making one's own decisions on objectives.	*2*	*11*
I. Independence: Working alone and independently; determining one's own study plan; doing things for one's self.	*7*	*7*

*The large majority of the traditional community college students would fall in the 2 middle quartiles. We show here the # of students who deviate greatly from the mean.

	RELATIVE IMPORTANCE OF EACH CATEGORY	
	# in top quartile	# in bottom quartile
D. Eminence: Comparing oneself to others; competing for recognition; having situations controlled; dealing with authority.	6	10
C. Competition: Desiring comparison with others; needing to know how one is doing in relation to others.	6	14
A. Authority: Desiring classroom discipline and maintenance of order; having informed and knowledgeable teachers.	5	9
II. Content: Major areas of interest.	14	2
N. Numeric: Working with numbers and logic; computing, solving mathematical problems, etc.	3	9
Q. Qualitative: Working with words or language; writing, editing, talking.	9	6
I. Inanimate: Working with things; building, repairing, designing, operating.	6	11
P. People: Working with people, interviewing, counselling, selling, helping.	9	11
III. Mode: General modality through which learning is preferred.	10	7
L. Listening: Hearing information; lectures, tapes, speeches, etc.	13	7
R. Reading: Examining written work; reading texts, pamphlets, etc.		
I. Iconics: Viewing illustrations, movies, slides, pictures, graphs, etc.		
D. Direct Experience: Handling or performing; shop, laboratory, field trips, practice exercises, etc.		

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	RELATIVE IMPORTANCE OF EACH CATEGORY	
IV. Expectation: The level of performance anticipated.	# in top quartile	# in bottom quartile
A. An outstanding or superior level.	2	15
B. An above average or good level.	3	13
C. An average level or satisfactory level.	16	1
D. A below average or unsatisfactory level.	15	4
Expectancy Score: The student's relative prediction of the anticipated level of performance.	2	16

Learning Styles Inventory

Summary for females in Resources for Student Learning

N=43

SUMMARY OF PERCENTILE PROFILES

NORM GROUP *Community College Females*

Categories	RELATIVE IMPORTANCE* OF EACH CATEGORY: # in top quartile	# in bottom quartile
I. Conditions-scores reflect concerns for the dynamics of the situation in which learning occurs.		
A. Affiliation: Friendly, warm, supportive relations with others.		
P. Peer: Working in student teams; good relations with other students, etc.	25	7
T. Teacher: Knowing the teacher personally; having a mutual understanding; liking one another.	24	1
B. Structure: Logical, orderly, well-defined and clear study plans.		
O. Organization: Course work logically and clearly organized; meaningful assignments and sequence of activities.	7	22
D. Detail: Specific information on assignments, requirements, rules, etc.	2	20
C. Achievement: Independence of action; pursuit of own interests; self-set objectives in relation to self-perceived capabilities and interests.		
G. Goal Setting: Setting one's own objectives; using feedback to modify goals or procedures; making one's own decisions on objectives.	4	27
I. Independence: Working alone and independently; determining one's own study plan; doing things for one's self.	5	15

*The large majority of the traditional community college students would fall in the 2 middle quartiles. We show here the # of students who deviate greatly from the mean.

020177

	RELATIVE IMPORTANCE OF EACH CATEGORY	
	# in top quartile	# in bottom quartile
D. Eminence: Comparing oneself to others; competing for recognition; having situations controlled; dealing with authority.		
C. Competition: Desiring comparison with others; needing to know how one is doing in relation to others.	21	4
A. Authority: Desiring classroom discipline and maintenance of order; having informed and knowledgeable teachers.	12	11
II. Content: Major areas of interest.		
N. Numeric: Working with numbers and logic; computing, solving mathematical problems, etc.	12	10
Q. Qualitative: Working with words or language; writing, editing, talking.	8	15
I. Inanimate: Working with things; building, repairing, designing, operating.	8	10
P. People: Working with people, interviewing, counselling, selling, helping.	12	8
III. Mode: General modality through which learning is preferred.		
L. Listening: Hearing information; lectures, tapes, speeches, etc.	10	11
R. Reading: Examining written work; reading texts, pamphlets, etc.	9	9
I. Iconics: Viewing illustrations, movies, slides, pictures, graphs, etc.	9	9
D. Direct Experience: Handling or performing; shop, laboratory, field trips, practice exercises, etc.	9	9

020177

IV. Expectation: The level of performance anticipated.

A. An outstanding or superior level.

B. An above average or good level.

C. An average level or satisfactory level.

D. A below average or unsatisfactory level.

Expectancy Score: The student's relative prediction of the anticipated level of performance.

RELATIVE IMPORTANCE OF EACH CATEGORY

# in top quartile	# in botto quartile
6	10
5	21
17	3
15	6
6	12

EVALUATION

of

"Learning How to Learn Workshop"

The evaluation exercise was administered to the RSL students on the last day of the "Learning How to Learn Workshop" while they were still at the campsite.

There were very few negative responses, and these were in the form of suggestions rather than dislikes about the workshop.

The responses to each question are categorized. One statement is quoted for each question which seems to sum up the feelings of the majority of the students.

EVALUATION EXERCISE

1. What will you tell your friends about the RSL "Learning How to Learn" Workshop? Please write your answer in paragraph form.

   a. enjoyable--60
   b. helped me to understand self and others better--27
   c. personalization--14
   d. new friends--15
   e. small group sessions--14
   f. learned to teach others--4
   g. learned how to cope with porblems at college--3

   "I will tell my friends that the workshop was fun and exciting.

   I will tell them that the staff of RSL really care."

2. List the things you liked best about the workshop.

   a. small group sessions--60
   b. getting to know teachers personally--36
   c. getting to know the students--34
   d. organization--3
   e. recreation--32

   "I enjoyed the group sessions most because I met a lot of interesting people, some with the same ideas about life and some contrary."

3. How should we change the workshop to make it better?

   a. no change--36
   b. more recreation and free time--19
   c. more small group sessions--2
   d. more interesting small groups--1
   e. all instructors sincerely involved--5
   f. more organization--2
   g. snack bar--1
   h. stay longer--2
   i. shorter speeches--1
   j. lights out--1
   k. bring blankets--3
   l. able to choose cabin mates--1

   "I think it's fine just the way it is."

EVALUATION EXERCISE

(Page 2)

4. During the summer when you thought about coming to college, what did you think college would be like?
   a. hard--30
   b. stricter than high school--16
   c. indifferent instructor--13
   d. place to learn--10
   e. meet new people--7
   f. like high school--6
   g. would not know anyone--4
   h. scary--5
   i. boring--4

   "A lot of hard work. Instructors hardly talking to students."

   Scary."

5. Since SCC Orientation, have your ideas about college changed? If yes, what do you think now and what caused your ideas to change?
   a. interest of instructors--19
   b. get more help than anticipated--16
   c. no change--12
   d. more enjoyable--12
   e. personal involvement with others--8
   f. fullfillment of personal needs and goals--6
   g. new friends--4

   "I still know it is going to be a lot of work but at least now I know that I am not alone. I know that fellow students and even the teachers will help me any way they can."

EVALUATION

OF

THE RESOURCES FOR STUDENT LEARNING TUTORING PROGRAM

Research was done to determine (1) the effect of the tutoring program on academic performance and (2) student satisfaction with the program.

In order to determine the effect of tutoring on performance, a study was made of the correlation between the number of hours of tutoring with grades received by each student for each course in which tutoring was received during Fall Quarter 1976. The chart below shows the results of this study.

	NUMBER OF HOURS TUTORED			
GRADE RECEIVED ↓	1-5	6-10	11-15	16 and over
A	2			1
B	5		1	
C	7	4		
D	8	1	2	2
NC	10	4		
I	2			
W	3	3	1	
AUDIT			1	

In addition to the above chart, the following date was also collected as we researched the effect of the tutoring program on academic performance.

68= Number of different students applying for tutoring.
57= Number of different students receiving tutoring from RSL.
5= Number of different students referred to Special Services.
270= Number of hours spent by students in tutoring sessions.
14= Number of different subjects tutored.
26.3% of students tutored were RSL.
20% of RSL students received tutoring.
60% of the total number of students tutored completed courses in which tutoring was received.
26% of students tutored received no credit in courses in which tutoring was given.
16% of the students tutored dropped a course(s) in which tutoring was received.
14% of the students tutored received tutoring in more than one course.

A questionnaire devised by the Tutor Coordinator to determine student satisfaction with the program was given to all students receiving tutoring. A copy of the form used and the results of those responding to the questionnaire are given on the following pages.

SOUTHEASTERN COMMUNITY COLLEGE

Tutor Evaluation Form

Tutor_____

Subject_____

Instructor_____

No. of hours taken this semester_____

NUMBER OF RESPONSES IS RECORDED AND CIRCLED IN LOWER RIGHT-HAND CORNER OF THE APPROPRIATE RESPONSE.

We are attempting to evaluate the effectiveness of our tutoring program so that we may better serve the needs of all students. You can help us assess this program by your frank and honest answers to this questionnaire. Please feel free to make any comments you feel will help us in evaluating this program. Your responses will not be associated with your name in any way.

PLEASE CIRCLE:

	1	2	3	4
1. Was the tutor on time?	Never on time	sometimes on time (1)	Mostly on time (8)	Always on time (12)
2. Was the tutor prepared?	Never prepared	Sometimes prepared (1)	Usually prepared (1)	Always prepared (19)
3. Was the tutor knowledgeable?	Knew nothing about the subject	Sometimes could figure something out	Usually understood the material (3)	Always understood the material (18)
4. Did the tutor stick to tutoring or just sit around and talk?	The tutor never stuck to tutoring	The tutor sometimes stuck to tutoring	The tutor usually stuck to tutoring (6)	The tutor always stuck to tutoring (15)
5. Did the tutor simply give you the answer, or did the tutor help you find the answer?	The tutor simply gave the answer	The tutor sometimes helped me find the answer (1)	The tutor usually helped me to find the answer (3)	The tutor always helped me find the answer for myself (17)
6. Were the tutor's explanations clear and to the point?	The tutor was always confusing	The tutor was sometimes confusing. (1)	The tutor usually was clear (6)	The tutor was always clear (14)
7. Was the tutor concerned about your academic progress?	The tutor did not appear to care	The tutor sometimes appeared to care	The tutor usually appeared to care (3)	The tutor always appeared to care (18)

PLEASE CIRCLE:

	1	2	3	4
8. Was the tutor patient?	The tutor was never patient	The tutor was sometimes patient	The tutor was usually patient (3)	The tutor was always patient (18)
9. Was the time being tutored well spent?	1 The time was never well spent	2 The time was sometimes well spent	3 The time was usually well spent (1)	4 The time was always well spent (20)

10. On a scale from F to A, what grade would you give your tutor? (A=Excellent)

F D C B (6) A (15)

11. After being tutored, did your grade or achievement level

1 go down | 2 stay the same (2) | 3 improve (19)

12. Would you have dropped the class without the availability of the tutoring service?

YES (8) NO (12) MAYBE (1)

13. What changes would you make in the physical setting in which you were tutored?

1--"I would like to have more time to go over the materials."
2--"The change I would make is to add a pencil sharpener."
3--"If there were more than one person involved in the same subject, tutor as a group instead of single."
4--"Not anything."
5--"None"
6--"None"
7--"None"
8--"None
9--"None
10--"None"
11--"I like the Physical Science Lab. I feel it should continue the way it is set up."

14. Comments or suggestions:

1--"Look at tutor personalities real careful."
2--"Brenda is a good tutor, she knows what she is talking about and gives good suggestions about situations."
3--"If all teachers were like Brenda, things would be better for students in class.
4--"This is a good program for students."
5--"I think Rhonda is a very good tutor.
6--"The tutor has helped me a lot. She explains everything very clearly."

NOTE: The above form used by Ventura College was taken from an About Tutoring Newsletter. See Attachment

#14 continued

7--"The tutor has helped me a lot. She explains everything very clearly."
8--"I suggest that tutor service be mostly like a class. Come when you have difficulty in understanding problems."
9--"Gayle explains and makes things clear to me."
10--"The tutor was very helpful and always willing to help."
11--"I have no suggestions, but only to say Donna is a great tutor and a really sweet and understanding person."
12--"I learned things I didn't know, and she gave me help."
13--"None"
14--"Ms. Ann Rush is one of the most understanding tutors I know besides Alton Chewning. And Ms. Ann Rush has really helped me a lot. She has given me good study habits and great ideas."

RSL SURVEY FOR 1975-76 STUDENTS

During the summer of 1976, the following letter and questionnaire were mailed to all of the RSL students for the year 1975-76. Out of the 109 questionnaires mailed out, responses were received from 35 students for a 32% return. (This is a good return considering the usual return rate of 15-20%) Some of the students responded to each part of the questionnaire and some only responded to certain parts.

A copy of the letter, questionnaire, and summary of the results follows.

929177

Southeastern Community College

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J. B. LATTAY
Lake Waccamaw, N. C.

J. HERMAN LEDER
Whiteville, N. C.

RICHARD MAXWELL
Whiteville, N. C.

JOHN F. MUNROE
Whiteville, N. C.

MRS. CAROLYN R. ROBERTS
Supply, N. C.

MRS. FLORA SINGLETARY
Whiteville, N. C.

WILLARD SMALL
Fair Bluff, N. C.

JOHN SPAULDING
Hallsboro, N. C.

L. P. WARD
Chadbourn, N. C.

R. M. WILLIAMSON
Tabor City, N. C.

HENRY WYCHE
Hallsboro, N. C.

We need your help. At the end of each year we evaluate our program and try to come up with ways to improve it for the next year. Since you were part of RSL last year, we feel you are the best qualified person to give us some answers.

Please take a few minutes and fill out the enclosed questionnaire and return it to us in the enclosed, self-addressed envelope as soon as possible (not later than August 30). The form looks longer and more complicated than it really is. It will take you about 15 minutes to complete. We need this information because we have to turn in a report to the college and Washington on the strengths and weaknesses of our program. This information will be used only for our evaluation, and your name will not be used.

I hope you are having a nice summer. If we can be of any help to you in the fall, please do not hesitate to ask. If you have questions, call us at 642-7580.

Cordially,

Winnie

Winnie Cooke, Director
Resources for Student Learning

bb

Enclosures

"An Equal Employment Opportunity/Affirmative Action Employer"

PE" FORM

FOR OFFICIAL USE ONLY

RSL SURVEY

A. Critical Incidents

1. List several things in order of importance that contributed to your success at SCC this year. (These things may or may not be associated with the RSL Program.)

a) (Most helpful) *Instructor interested in me as a person--16*

b) *Tutoring--12* *Small groups--5* *Friends--1*

c) *Curriculum--9* *Retreat--5* *Learning to study--1*

d) *Counseling--6* *Family--4* *RSL--6*

e) *Library--4*

2. List several things which kept you from doing as well as you could have done at SCC this year. (These things may or may not be associated with the RSL Program.)

a) (Most harmful) *Personal Problems--4* *Instructors--2*

b) *Health--2* *Transportation--1*

c) *Uninteresting Courses--1* *Late Classes--1*

d) *Husband--1* *No Choice of Courses--1*

e) *Out of School for a While--1*

B. "Learning How to Learn" Workshop

1. Did you attend the RSL "Learning How to Learn" Workshop at the beginning of fall quarter? YES *26* NO *8*

2. If you attended the Workshop please check (✓) the appropriate column.

After the workshop,	Strongly Agree	Agree	Disagree	Strongly disagree	No opinion
a) I was more at ease with my RSL instructors.	13	10			1
b) Because of the workshop I was more willing to talk with the RSL staff about my personal needs.	11	11			2
c) I was more willing to talk with the RSL staff about my educational needs because of my experiences at the workshop.	13	10	1		
d) The workshop made getting started in college easier than I expected.	13	7	1	1	1
e) The workshop made me feel better about myself.	11	10			
f) Friendships made with other students at the workshop were important to me.	19	5			1
g) It is beneficial for all RSL students to attend the workshop.	16	3	1		3

C. Instruction

1. In RSL courses:

		Strongly Agree SA	Agree A	Disagree D	Strongly Disagree SD	No Opinion NOP
a)	I received more individual attention than in non-RSL courses.	14	11	4		
b)	I had good instructors.	17	11	1		1
c)	The material covered was easier than in non-RSL classes.	6	11	10	1	1
d)	Teaching methods used (small groups, films, programmed materials) made learning easier.	16	10	2		
e)	More time was spent in RSL classes than non-RSL classes.	11	9	7	1	1
f)	Classes were more enjoyable than I expected.	12	12	2	1	2
g)	I was allowed to progress at my own rate.	10	13	4	1	1
h)	The instructor taught on my level.	10	11	2	1	2
i)	I was encouraged to give my opinions in class.	12	13	2		1
j)	I felt closer to the students in RSL classes than in other classes.	10	10	5		3
k)	The people and/or teaching techniques used in RSL courses helped me learn more than I would have if I had not been a part of the program.	15	13		1	1

2. My instructor encouraged me to work in small groups (2-14 students per group) in the following courses:

	always	often	special projects	sometimes	never	did not take this course
English 101	12	13	5	2	1	
English 102	7	10	3	6	2	5
English 103	4	7	7	3		11
Math 100-A	2	2		3	3	17
Math 100-B	2	3		2	1	16
Psychology 101	11	10	2			6
Psychology 201	4	7	1	2		13

3. Please check (✓) the appropriate column:

When working in small groups:

		SA	A	D	SD	NOP
a)	I was more willing to ask questions than in large classes.	17	12	1		2
b)	I could benefit from knowledge of other students in my group more than in large classes.	11	17	3		
c)	Other students could sometimes explain the material better than the instructor.	11	12	7		1

2

When working in small groups:

	Strongly Agree	Agree	Disagree	Strongly disagree
d) I was not as self-conscious doing a group project as I was doing things by myself.	13	14	2	1
e) Learning in small groups was more helpful to me than learning in large classes.	16	12	3	
4. The course material was covered at a comfortable rate of speed for me in most RSL classes.	10	22		
5. In my RSL classes, I was encouraged to explore topics I was interested in (such as in writing papers and in choosing projects).	14	16		
6. In RSL classes, more than one way was provided for me to learn course content (i.e. film strips, paper-pencil packages, programmed materials, and tutoring.)	18	14		

D. Tutoring

1. Did you receive a total of at least three hours of tutoring while you were in the RSL program? (This includes help sessions.)

YES 22 NO 10

a) If no, why? *Didn't need it--5* *Not asked--1*

Tutor didn't know anything--1

b) If yes, please check (✓) the appropriate column:

	Always	Usually	Sometimes
1. My tutor knew the subject matter well.	15	12	1
2. My tutor explained the subject matter so I could understand it.	15	5	2
3. My tutor did my work for me instead of showing me how to do it.			1
4. Tutoring helped me make a higher grade.	10	6	5

2. Were you enrolled in a class where RSL tutors assisted the instructor? (Math 100-A or B are examples)

YES 16 NO 13

If yes, would you have learned just as much without having tutors in the classroom.

YES 1 NO 14

E. Counseling and Advising

	Always	Usually	Sometimes
1. I discussed my personal problems with an RSL instructor.	2	8	13
2. I discussed my academic problems with the RSL instructor.	5	15	6
3. I discussed my career plans with an RSL instructor.	8	11	6
4. My RSL instructors were interested in me as a person.	19	7	4

		Always	Usually	Some-times	Never
5.	I was willing to share confidential information with an RSL instructor.	4	9	15	4
6.	I shared personal/academic problems with RSL instructors more than with non-RSL instructors.	9	8	9	6
7.	I discussed my personal problems with the RSL counselor.	5	9	11	8
8.	I discussed my academic problems with the RSL counselor.	6	9	12	6
9.	I discussed my career plans with an RSL counselor.	8	8	8	6
10.	I shared personal/academic problems with RSL counselor more than with non-RSL counselors.	8	7	7	9
11.	I was willing to share confidential information with the RSL counselor.	6	10	10	6
12.	The RSL counselor was interested in me as a person.	21	6	3	2
13.	I discussed my personal problems with an RSL staff member (Director, tutor coordinator, tutor.)	4	7	6	13
14.	I discussed my academic problems with an RSL staff member (Director, tutor coordinator, tutor.)	7	8	6	11
15.	I discussed my career plans with an RSL staff member (Director, tutor coordinator, tutor.)	10	7	3	12
16.	The RSL staff members (Director, tutor coordinator, Tutor) were interested in me as a person.	20	8	2	2
17.	I was willing to share confidential information with the RSL staff members (Director, tutor coordinator, tutor.)	6	9	7	9
18.	I shared personal/academic problems with RSL staff members (Director, tutor coordinator, tutor) more than with non-RSL staff members.	10	5	7	9
19.	My advisor was available when I needed him/her.	21	7	3	
20.	My advisor was knowledgeable about which courses I should take for my major.	23	6	1	1

F. Overall Evaluation of RSL		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1.	I am glad I decided to be a part of RSL.	21	8	1		2
2.	I am sure I will do better in college because of having been in RSL.	18	12	1		1
3.	I would recommend RSL to my friends.	21	9			1
4.	I now understand and accept myself better as a result of my experiences in RSL.	19	9	2		2

Please check (✓) the appropriate column

	Strongly Agree	Agree	Disagree	Strongly disagree	No Opinion
5. I feel more confident that I can make the right decisions for my life since being a part of the RSL Program.	11	7	2		2
6. Because of my experiences in RSL, I am more likely to get involved in extra-curricular activities in the school and community.	10	15	1		4

7. If you were advising a friend not to become part of RSL, what reasons would you give? *27 either did not respond or indicated that they would never advise against participation in RSL.*

**See other comments*

8. If you were advising a friend to enroll in the RSL Program, what reasons would you give? *Helpful--6 Tutoring--8*

Know Instructor--4 Individualization--7

Self Confidence--3 Smaller Classes--1

More time in class--1

G. **PERSONAL INFORMATION**

1. Who was your advisor? _____

2. Do you plan to further your education in the fall? YES 22 NO 4

If not in the fall, do you plan to go back to school sometime in the future? YES_____ NO_____

3. What are your career plans? *Elementary Ed, Nursing, Undecided, Child Development, Forestry, Nursing, Teach school, Nursing, Nursing, Speech, Pre-school teacher, Forestry, Business, Psychology, Physical Therapy*

4. Have you entered the job market full-time? YES_____ NO_____

If no, when do you plan to begin work full-time? _____

H. **OTHER COMMENTS:** ** If you're not willing to give a little, forget it because you miss the whole point of the program. * If you're not seeking more self-awareness and more fullfillment, don't join RSL. *Don't be a part of RSL if you don't like getting involved. * If you're not sincere, don't become part of RSL. * It is for dumb people who can't learn very much. * Because of how different RSL is.*

RSL DROPOUT SURVEY

In July the following letter and survey were mailed to each RSL student who had dropped out of college during the 1975-76 school year. Out of the 22 surveys mailed, responses were received from 11 students for a 50% return. A summary of the information received is listed on the survey.

020177

Southeastern Community College

P.O. BOX 151 WHITEVILLE N.C. 28472 PHONE 919 642-7141

July 7, 1976

...USTEES

JOHN FRANK CARTER
...ton, N.C.
BILLY HOOKS
...ville, N.C.
...K KONCE
...ington, N.C.
...B LATTAY
Lake Waccamaw, N.C.
...RWAN LESSER
...ville, N.C.
...HARD MAXWELL
...ville, N.C.
...NIE MUNROE
...
...M. J. ROGERS
...
...E JOHNSTON SECRETARY
...ville, N.C.
...SMALL
...burg, N.C.
...NSON YOUNG
Hillsboro, N.C.
...WOOD
...mbia, N.C.
...M WILLIAMSON
...City, N.C.
...NRY WYCHE
...more, N.C.

We need your help! We are trying to determine what we can do to make it possible for students like you to stay in school.

Please fill out the attached survey and return it to us in the enclosed, self-addressed envelope.

If you would like to return to SCC, please feel free to call our office for assistance.

Sincerely,

Winnie Cooke

Mrs. Winnie Cooke, Director
Resources for Student Learning

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Enc.

RSL SURVEY

1. Why did you withdraw from SCC?

I found out college was not for me	*1*
Financial need	*2*
Medical reasons	*3*
Academic problems	*4*
Family problems or reasons	*1*
Other, please explain your reason	*Married/Married/ Joined Navy*

2. Did you discuss your intent to withdraw from SCC with anyone before you withdrew?

Yes *6* No *4*

Who? *Mrs. Gross/ Suzanne Mintz/K. Clark/Coach/Ms. Powell*

Did they approve? Yes *4* No *2*

3. Was there a particular person who influenced you to quit?

Yes *5* No *6*

Relationship to you *Wife/Mother*

4. How would you rate the course work at SCC?

Hard *4* Easy Average *6*

5. Did you feel there was enough individualized instruction and/or tutoring available at SCC?

Yes *6* No *3*

6. Did you receive financial aid while at SCC?

Yes *9* No *1*

7. Was the amount of financial aid enough?

Yes *4* No *4*

8. Do you have a job now?

Yes *5* No *5*

9. If you are working now, what is your job?

Waitress/National Spinning/National Spinning/Stock Clerk/ Manage Service Station/McDonald's

10. Did you work while attending SCC?

Yes *3* No *6*

Full-time *1*
Part-time *4*
Job Title *Waitress/Truck Driver/Stock Clerk*

11. Do you think your college experience helped you get your present job?

Yes *0* No *9*

If yes, how?

12. What were your plans for employment after college?

Early Childhood Education/Undecided/Secretary/Professional Baseball/Science/Sales Representative/Wildlife/Nurse/ Secretary

13. Were there any instructors or counselors at SCC whom you felt were really interested in you as a person?

Yes *7* No *1*

Who? *Ms. Gross/Coach Young/K. Clark/M. Bennett/ Ms. Powell/Coach/Ms.Johnson/Ms. Cooke/ Ms. Powell.*

14. What students at SCC did you consider as close friends?

15. Do you plan to or would you re-enter SCC or another school under any of the following circumstances:

More financial aid *3*

Plan to re-enter (date) *6 persons responded Fall, 1976*

Other

CHANGES IN MAJOR - RSL STUDENTS

34 CHANGES IN MAJOR DURING THE YEAR.

53 WERE UNDECIDED FALL QUARTER.

36 WERE UNDECIDED AT BEGINNING OF SPRING QUARTER.

OF STUDENTS WHO DROPPED OUT:

- 10 WERE UNDECIDED
- 4 WERE GENERAL OFFICE
- 2 WERE CHILD DEVELOPMENT
- 1 WAS ART
- 1 WAS BUSINESS ADMINISTRATION
- 1 WAS AUTOMOTIVE (TECHNICAL)
- 1 WAS POLICE SCIENCE
- 1 WAS NURSING (ADN)
- 1 WAS SECRETARIAL

SURVEY FOR PAST RSL STUDENTS

During the summer of 1976 a survey was mailed to RSL students who were enrolled during the 1973-74 and 1974-75 school year. From the 127 surveys mailed out, responses were received from 50 students for a 39% return. Following the copy of the letter to the students and the survey is a summary of comments received.

020177

Southeastern Community College
P.O. BOX 151 WHITEVILLE N.C. 28472 PHONE 919 642-7141

August 9, 1976

TRUSTEES

JOHN FRANK CARTER
Chadbourn, N. C.
BILLY HOOKS
Whiteville, N. C.
S.G. KOONCE
Chadbourn, N. C.
J. B. LATTAY
Lake Waccamaw, N. C.
J. HERMAN LEDER
Whiteville, N. C.
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Hallsboro, N. C.
L. P. WARD
Chadbourn, N. C.
R. M. WILLIAMSON
Tabor City, N. C.
HENRY WYCHE
Hallsboro, N. C.

Dear

We need your help! Resources for Student Learning (formerly called Advancement Studies Program) is always striving to improve the program and we feel that you would be one of the best qualified to evaluate the program since you were part of it in the past.

Please fill out the enclosed questionnaire and return it to us in the enclosed self-addressed envelope as soon as possible (not later than August 20.) The information you share with us will be used statistically only. Your name will not be connected to the results in any way.

Come by and visit us sometime. Several persons you know are still here. Others have gone back to school or moved on. You may be interested in knowing that Bunk Spann has just received his Doctorate from the University of Texas.

I hope you are having a nice summer. If we can help you in any way, do not hesitate to ask.

Cordially,

Winnie Cooke, Director
Resources for Student Learning

bb

Enclosures

"An Equal Employment Opportunity/Affirmative Action Employer"

P S FORM

Form #

SURVEY FOR PAST RSL STUDENTS

1. Are you still in school? Yes_____ No_____

   If yes, where_____

   If no, why_____

   What is/was your major?_____

2. If you have graduated, what kind of degree, diploma, or certificate did you receive?_____

3. If you are employed, what is your job title?_____

4. What are your plans for the future?_____

5. What church and community activities have you been involved in?_____

6. List any honors or awards you received while at SCC or since leaving.

7. Was it a good experience to be a part of RSL while at SCC?

   Yes_____ NO_____

8. Looking back on your experiences in RSL, what things helped you the most?_____

9. Please list ways we could improve the RSL Program.

OTHER COMMENTS

SUMMARY OF COMMENTS RECEIVED

1. Are you still in school? Yes *30* No *20*

If yes, where?

UNC-CH, Greensboro College, Campbell, ECU, ECU, NC Central U. SC State College, UNC-CH, Pembroke University--4, UNC-W--11, SCC--7.

If no, why?

Enough schooling, finished, graduated, had to get job, married, finished, job with Robeson County, working, business, employed full-time, working, illness, married, money and time, abroad.

What is/was your major?

Practical Nursing, Political Science, College Parallel, Criminal Justice, Education, Special Ed., Medical Sociology, Sociology, Psychology, Business Ad., Nursing, Religion, Child Development, History, Business Ad., Agriculture Ed., Physical Ed., Sociology, Business, Sociology, Child Development, Outdoor Rec., General Office Tech., Physical Ed., Undecided, Basic Business Adm., Business Management, Elementary, Ed., Pre-Med., History and Social Work, General Business, Sociology, Sociology, Psychology of Researching, Elementary Education, Business Adm., Sociology, Secretarial, General Office Tech., Home Economics, Parks and Recreation, Philosophy and Religion, Sociology, College Parallel, K-3.

2. If you have graduated, what kind of degree, diploma, or certificate did you receive?

Associate of Arts, Associate of Arts, Associate of Arts, Diploma, Certificate, Associate of Arts, Associate of Arts, Associate of Arts, Practical Nursing diploma, Associate of Science.

3. If you are employed, what is your job title?

Detective Sgt., Bookkeeper, Part-time grocery store, Vice President Robertson Enterprises, Inc., Stock Clerk, Machine Operator, Part-time Stock Clerk, Nursery School Teacher, Secretary, Part-time Salesman, Truck Driver, Manager, Department Head Secretary, Driver for Atlantic Tobacco Co., Handler, Admitting Cler, LPN, Salesman, Own Record Shop, County Coordinator, Partner--Farm Supply Store, Clerk Dispatcher on Whiteville Police Department, Automobile Salesman, Secretary.

4. What are your plans for the future?

Law, Lab Technician, Law Enforcement, Teacher, Special Ed. Teacher, Social Worker, Get Degree, Community Service, Nurse, Find job, Work in Washington, D. C., find job, Teach Agriculture, Finish College, Social Worker, To work, Social Worker, USDA Meat inspector, Continue school, Social Worker in another state, Small construction firm, Continue working, Going to Japan--studying arts of Japan, Earn degree and get job in Criminal Justice, Finish school, Go back to school, Diploma, Teach and work on Masters, Recreation or Environment field, Ministry or Administration, Get RN, Get Master's in Counseling, Teaching, Improve Business, Work in Recreation, Get Married and teach, Practice Medicine, Return to school, Finish school work, May return to school, Return to school.

5. What church and community activities have you been involved in?

None, Masons, American Legion, Church, UMYF, Bible school, Church usher, Gospel group, Volunteer Fire Department, Rock opera, Visitation program in church, Usher and Association Secretary for Sunday School, Choir, Secretary of Sunday School, Usher, Church Activities, Ushering, Bible School Leader, Usher, Choir, Junior Deacon, Church, Usher, Taught school children arts of Japan, Choir and BTU Leader, Church Secretary, Community Action Group, Community Softball, Choir, Wilmington Tree Commission, Camelia Society Religious Society, St. John Art Gallery, Wilmington Historical Society, Thailian Association, Choir, Church Rec. Comm. Sunday School, Teacher and Choir Director, Sunday School Youth Director, Secretary-Treasurer of Sunday School, Basketball.

6. List and honors or awards you received while at SCC or since leaving.

Honor roll, Honor graduate--Phi Theta Kappa, Clemmons-Ward Scholarship--Miss SCC, Honor Roll, Cheerleader, Technical Student Government Association Certificate, Emcee for Homecoming, Recruitment Award, Basketball letter from SCC, Honor roll at SCC and UNC-W, Award in Cross-Country track, Tutoring Award at SCC, Choir Award, Choir Award, Varsity Baseball, Sigma Alpha Beta, Honor roll, Kappa Delta Society, Representative on American Indian Student Tribal Council, President Alpha Phi Alpha, Phi Theta Kappa, SGA at SCC.

7. Was it a good experience to be a part of RSL while at SCC?

Yes 41 No 2

8. **Looking back on your experiences in RSL, what things helped you the most?**

Personalization--17/Contracts/Tutoring--5/Counseling--6/ Good Study Habits/Appealing Campus/Friendly Students/ Gave me self-confidence/Learn to make friends/Retreat/ Nothing/Tutoring/Retreat/Self-confidence/Meeting people/ Wonderful Teachers/Self-awareness/Retreat/Improves Skills/ English Classes/Retreat/Open Class Discussions/Self-confidence/How to study and communicate with others/English Retreat/Small groups/Helped me cope/Psychology (Mintz)/ English (Hils)/Biology (Cooke).

9. **Please list ways we could improve the RSL Program.**

Concentrate on Reading/More emphasis on basic skills/Have tutors conduct help sessions/Audio-Visual aids/Open to all--explain it is not for "dummies"/Better advisement/ None/None/Classes last longer/Reading improvement/More tutors/None/Work more closely with instructors/More tutoring Continue informal classes/Encouragement/Helpful and Understanding/Do not require everyone to bare their feelings/Make test harder/Little harder courses to push students/Better advisement/Better English and grammar classes/Freshmen need good background in writing/Field trips and more research/Keep encouraging students/Better acquaint students with Senior College expectations/More space and equipment.

OTHER COMMENTS

RSL gave motivation to get College Degree/RSL is great/ Very good program/Like to thank all for help/RSL is great/Everyone should be in RSL/All students should attend the retreat/Program was boring--didn't learn much in RSL/Friendly Faculty/RSL was helpful in many ways/ Show concern and offer help/SCC is greatest--you get the most out of students/Instructors interested in school performance and person/"I was glad that I was able to be a part of RSL"/Benefit because of good start/ Enjoyed SCC.

PROGRESS REPORT
FALL QUARTER, 1975

PSYCHOLOGY OF LEARNING
PSYCHOLOGY 101
Suzanne Mintz

I. Goals:

1. To familiarize the student with study habits and techniques which will aid him in his studies and test preparations.
2. To help the student organize his time to give him maximum time for study.
3. To teach the student how to effectively use the Learning Resource Center.
4. To familiarize the student with the student handbook.
5. To help the student see more responsible ways of behaving in areas where he is experiencing problems.
6. To be able to identify those students who are potential "drop-outs" and intervene with plans which may enable them to continue at Southeastern Community College.
7. To be available for individual counseling sessions.
8. To help students develop the ability to express their feelings in a small group setting over issues that concern them or other members of their group.

II. Accomplishments:

1. Each student turned in a completed weekly schedule including all of their activities. After discussion, these plans were accepted or revised and the schedule was tried out for a week with reports as to how the schedule was working.
2. Packages on improving study habits, reading texts, preparing for and taking examinations, the Learning Resource Center, and getting along with instructors were completed with quizzes to check the student's completion and understanding of the materials.
3. Problems students were experiencing were frequently brought up in class and discussed. I encouraged this by pointing out difficulties or irresponsible behavior I observed on the part of group members after enough time was spent together where this technique would not be seen as overly threatening.
4. I sought out students who were having problems as indicated by grades, poor attendance, or other more personal clues, for counseling and follow-up.

III. Recommendations:

1. Look into the possibility of using second year students to teach the study habits, Learning Resources Center, and general orientation information as suggested in student-to-student counseling. There would still be two (2) class meetings per week, one meeting which would be led by me and devoted to problem solving techniques. This would give me more time for personal counseling.
2. Make some agreement with the Registrar so that our students would be sent to me for an interview before being allowed to withdraw. For some reason, we are getting notification of withdrawal without ever having talked with the student.
3. Suggested changes for the course title and credit hours have already been submitted.
4. I would like to have closer follow-up with how students are doing throughout the quarter. Student counselors would also potentially fill this need.

PROGRESS REPORT
FALL QUARTER, 1975

DEVELOPMENTAL ENGLISH 101
THELMA BARNES

I. Goals:

In the first quarter of the freshman year in English, the principal objective is the improvement of student abilities in the writing of clear, meaningful expository prose. This general objective is applicable to both "developmental" and "regular" English courses. It was the goal of this instructor that the majority of the students in Developmental English 101 would develop the same skills as other "regular" Freshman English students. The instructor hoped to aid the students in developing these skills by providing them with opportunities for the following:

1. Mastery of the fundamentals, rather than the intracacies, of English grammar (example, subject-verb agreement, avoidance of fragments, comma splices, etc.)

2. Mastery of the mechanics of composition, particularly correct punctuation and correct spelling

3. Mastery of the writing of unified, coherent and well-developed paragraphs

4. Mastery of the writing of such larger elements as essays of definition, description, process, comparison-contrast, illustration, etc.

5. Experience in reading and analyzing model essays written by both student and professional writers

II. Success in Achieving Goals:

The majority of the students made considerable progress in the development of writing skills and satisfactorily completed the course. They showed a surprising interest in studying the fundamentals of grammar and the mechanics of composition; they made good scores on post-tests and were able to apply the grammar skills to their written work. They soon became able to recognize their own errors and correct them. They seemed to develop a keen sense of detail and were able to write paragraphs and essays according to particular patterns. The following specific classroom activities were accomplished by the students:

1. Each student wrote at least five paragraphs and five multiparagraph essays (process, comparison-contrast, illustration by example, argumentation, and a description.)

   Before doing the actual writing, the students were carefully prepared by instructor explanation and exercises which included working through self-instructional packages, group evaluation of student paragraphs and essays.

2. Each student corrected or revised all paragraphs and essays after the instructor had evaluated them.

3. Each student reviewed and hopefully overcame his main problems in grammar and mechanics. He saw film strips, did group work, and took pre-tests and post-tests on sentence fragments, subject-verb agreement, comma splices, etc.

4. Each student read sample essays of description, process, definition, comparison, content, and illustration. He analyzed each essay in groups using guide questions. Then the total class discussed the essays.

III. Recommendations:

1. The preparation time allotted to me in August surely contributed to the success of my teaching experience this fall. During August I was able to evaluate the course as I taught it last year, plan the total courses for the fall of 1975, and prepare specific writing activities for the students. Because most of the preparation was done in advance, I was able to devote much more time to working with students individually and in small groups.

2. Again I was happy teaching the course and very pleased with the progress of the students. Only three of fifty-seven students stopped coming; one because of marriage, one because of transportation problems, and one because of the illness of his father.

3. I have no specific recommendations to make except that fifty-seven students is a rather large number to treat in two developmental classes. Perhaps that number could be reduced somewhat. Also, the support that is provided by the RSL Secretary, Director, and the Director of Tutorial Services helped make the course successful. I hope that support will always be provided.

PROGRESS REPORT
FALL QUARTER

ENGLISH 101
CHIP COX, INSTRUCTOR

I. Goal: To teach the student to write a multiparagraph essay wherein the following criteria must be met:

A. There should be no grammatical errors.
B. The sentences should be well-structured.
C. Each paragraph should be unified and coherent.
D. The essay as a whole should be unified and coherent.
E. The essay should have a well-developed theme.
F. The essay should show some originality and logic.

II. Methodology: The following means of presentation of material were employed (percentages approximate):

A. Small group work (45% of class time).
B. Individual writing (25%)
C. Individual packages (15%)
D. Lecture (10%)
E. Filmstrips (5%) (Students have a tendency to sleep through them.)

III. Success in Achieving Goal: The student who received credit for English 101 demonstrated minimal competence in the six categories under (I) above. Most did well in C, D, and E. Very few achieved F. The most serious problems occurred in connection with A and B; success in overcoming problems in these two areas was moderate at best.

IV. Recommendations:

A. Any student who does not know English grammar should not be admitted to English 101 until he/she is able to write a sentence correctly.
B. A remedial course should be provided for those students denoted under (A).
C. Barring the implementation of (B), the 101 teacher should begin with grammar rather than paragraph writing. Even though it is virtually impossible to bring a student from sentence writing to essay writing in one quarter, the attempt must be made. Trying to teach paragraph writing when the student cannot write a sentence is illogical.
D. The percentages under (II) above should not vary significantly, since much variation would lead to reverting to methods which have already proved unsuccessful. It is the content, rather than the form, which needs adjusting.

PROGRESS REPORT ENGLISH 102

WINTER 1975-1976 THELMA BARNES

I. Goals:

A. The overall purpose of this English 102 course was to introduce the students to two literary types--the short story and drama. Related to this general purpose were several specific objectives:

1. The student would learn to read short stories and plays and analyze them according to their elements such as plot, setting, theme, character, point of view, etc. Hopefully, this analytical approach contributed to the student's enjoyment and understanding of these literary forms.

2. As instructor, I attempted to help the students develop their critical and analytical powers by using a variety of approaches, including new teaching techniques that I had not employed in this specific way before. Having identified problem areas in student learning in English 102 courses of the previous academic year, I worked with Laurel Sneed during my month of August employment to develop new approaches. With her help, I ordered selected State Library films that particularly emphasized elements of the short story and drama mentioned above. The students viewed the films, discussed them as embodying the elements, and then moved to stories on the printed page. At intervals during this reading of stories from the text, I used more films to reinforce the concepts. Scattered throughout the quarter were teacher-directed class discussions, group discussions with study guides, and exercises in critical writing. During the first part of the quarter all students read the same stories and discussed them; later they read short stories of their own selection (high interest Moffett materials) and made group presentations including dramatizing certain sections of the stories. In the study of drama, the students listened to recordings of the plays, read parts aloud in class, and engaged in critical discussions and writing.

3. Hopefully, as the student studied this literature, he broadened his understanding of his own life and the lives of those around him.

II. Success in Achieving Goals:

A. The films really seemed to be a good beginning to the course. The students began to talk very early about the elements of literature--with real perception, I thought. They then carried over those skills to reading the literature and writing critical analyses.

B. Not only did there seem to be more understanding and insight on the part of the students but also greater interest in the material and the course. One of the key features of the course was that necessary ingredient--variety.

III. Recommendations:

I have no specific recommendations to make. The quarter was a very pleasant one. The time allotted in August for preparation was truly worthwhile. Also, the majority of my students were "old" ones from English 101, and I had established a good relationship with them. Incidentally, they took the CET again in February and many of them had made significant gains.

PROGRESS REPORT
SPRING QUARTER, 1976

ENGLISH 103
THELMA BARNES

I. Goals:

A. The three major areas of emphasis in English 103 are poetry, the novel, and the research paper. Concerning the study of poetry, my main objective was to introduce to the students techniques they might use in reading poetry, hoping that they could approach a poem with more perception. Hopefully they would, in turn, understand, enjoy, and appreciate the poems more fully.

B. In studying the novel, I attempted to build on the skills the students had developed earlier in reading a short story. My objective was to guide them in applying those same skills to the longer work, the novel. I hoped they would be able to talk about and write about the elements both types of literature had in common; for example, plot, setting, characters, theme, etc.

C. Concerning the term paper, my main objective was to help the students master research procedures. The students were to follow a step-by-step procedure in collecting material and to write a final paper according to the form outlined in the Harbrace Handbook (based on MLA Style Sheet). I consider the term paper to be a very appropriate component of the last quarter of Freshman English. First of all, I could view it as a final sample of the students' writing. Secondly, I felt some assurance that I had taught them a procedure that would be helpful to them in later courses.

II. Success in Achieving Goals:

I was very pleased with the progress of the students in the English 103 course. I believe that most of them did successfully reach their objectives by performing the following activities:

A. In the beginning the students and instructor engaged in class discussions about different elements of poetry (for example, figures of speech, sound devices, tone, meter, symbolism, etc.) They used these concepts in discussing selected poems, also listening to recordings of the poems and viewing filmstrips.

B. Once the basic principles of analysis were presented, the students were able to work in groups on a particular poem and analyze it. Laurel Sneed supervised the videotaping of group presentations of ballads--an educational and "fun" experience for the students.

C. Each student wrote three critical analyses of different poems. I could see real improvement from the first to the third paper.

D. Each student wrote a research paper of six to eight pages on some aspect of the life or works of one of five authors. I had already collected books on reserve for each author. The class used the lab hour each Tuesday to work on the research papers; I was able, therefore, to carefully direct their work.

E. Each student read a novel, in this case, Journey for Joedel by Guy Owen. Class discussions of the novel were stimulating and interesting. The students were able to discuss elements of the novel; they seemed to particularly enjoy discussing the setting of the book, the symbolism of the title, and the racial situation presented in the novel. Test scores on this aspect of the course were good.

III. Recommendations

I have no specific recommendations to make. It was a good year for me. August, 1975 planning time made my work with RSL classes (and others) easier because I had been able to plan my work and get materials in order. Class size during the spring was good; support from the entire RSL staff helped a great deal.

PROGRESS REPORT
FALL QUARTER 1975-76

MATH 100-A Arithmetic Refresher
ANITA WALKER--INSTRUCTOR

I. Goals:

A. To have the students realize the following:
1. Understanding arithmetic operations and rules is as important as getting right answers. The student's chances of remembering how to do basic arithmetic are much better if he keeps aware of this.
2. Seeking help in understanding terms and in learning methods to solve problems is advantageous and should not be an embarrassment.
3. Studying mathematics on a consistent basis increases the student's chance of acquiring the basic skills and retaining them.
4. Practicing by working many problems is important in learning the skills and usually builds accuracy.
5. Reading problems carefully is essential.
6. Approximating answers is often valuable in checking answers.
7. Solving many practical problems that arise in the student's everyday life requires a knowledge of arithmetic skills.

B. To have the student learn the skills that he does not already know (this is determined by his performance on a diagnostic test, if he chooses to take one) that will enable him to solve problems involving:
1. Whole numbers.
2. Fractions.
3. Decimals.
4. Percent, Ratio, and Proportion.

II. Success in Achieving Goals:

A. Methods
1. Although I tried to stress the importance of accuracy, I also tried to get students to realize <u>why</u> they make mistakes. Students always had a second chance to work a problem they missed (except on the comprehensive tests) so that if their mistake was a careless one, they could correct it.
2. Students were encouraged to ask me for help, or seek help from other students in the class. This was practiced. I often noticed students explaining problems to each other, and I often asked students to go over a test with another student.

3. The students had to work consistantly in order to complete all the required tests. In many cases, the students expressed pride in how much they had accomplished and retained (comparing their diagnostic test score with their comprehensive score).
4. Students seemed fairly willing to work the many problems in their modules and on the many tests. I feel that many students profited by the mere practice of taking tests.
5. As students frequently had difficulties with verbal problems, I often encouraged them to restate the problem in their own words. I tried to explain terms practically and encouraged them to ask about terms that they didn't comprehend.
6. Getting students to approximate answers seemed quite helpful in getting them to realize that they had (in some cases) mistaken the operation needed to solve the problem.
7. The materials used provided the students with practical problems to solve, many of which were noticeably applicable to the student in his own daily affairs.

B. Evaluation
1. Arithmetic Module Series by Mc Hale and Witzke seemed to meet the needs of Math 100-A students much better than previous materials we have used. The use of diagnostic tests proved very helpful in getting the student to focus on what he needed to work on. The unit (or multi-unit) tests and comprehensive tests for each module also were valuable in evaluating the student's progress.
2. The attached graphs represent the student's improved ability to work with whole numbers, fractions, decimals, per cents, ratios and proportions.
3. Only one student who met class regularly received a grade of "NC". One student received a grade of "I" due to family illness. The remaining grades for the class were A's and B's. (Note however, that two students who originally were enrolled in the class dropped the class.)
4. Although students often had to re-take tests, I feel that the materials used were very successful.

III. Recommendations:

A. All tests used seemed worthwhile for the student. However, the daily assignment tests seemed less useful for most of the students. I believe the material can be learned as effectively by not requiring the assignment tests for all students. Better use may be made of the assignment tests by using them only when a student in having particular difficulties with a certain assignment. This will also give students more time to interact with the materials, the instructor, and other students. I did not make the

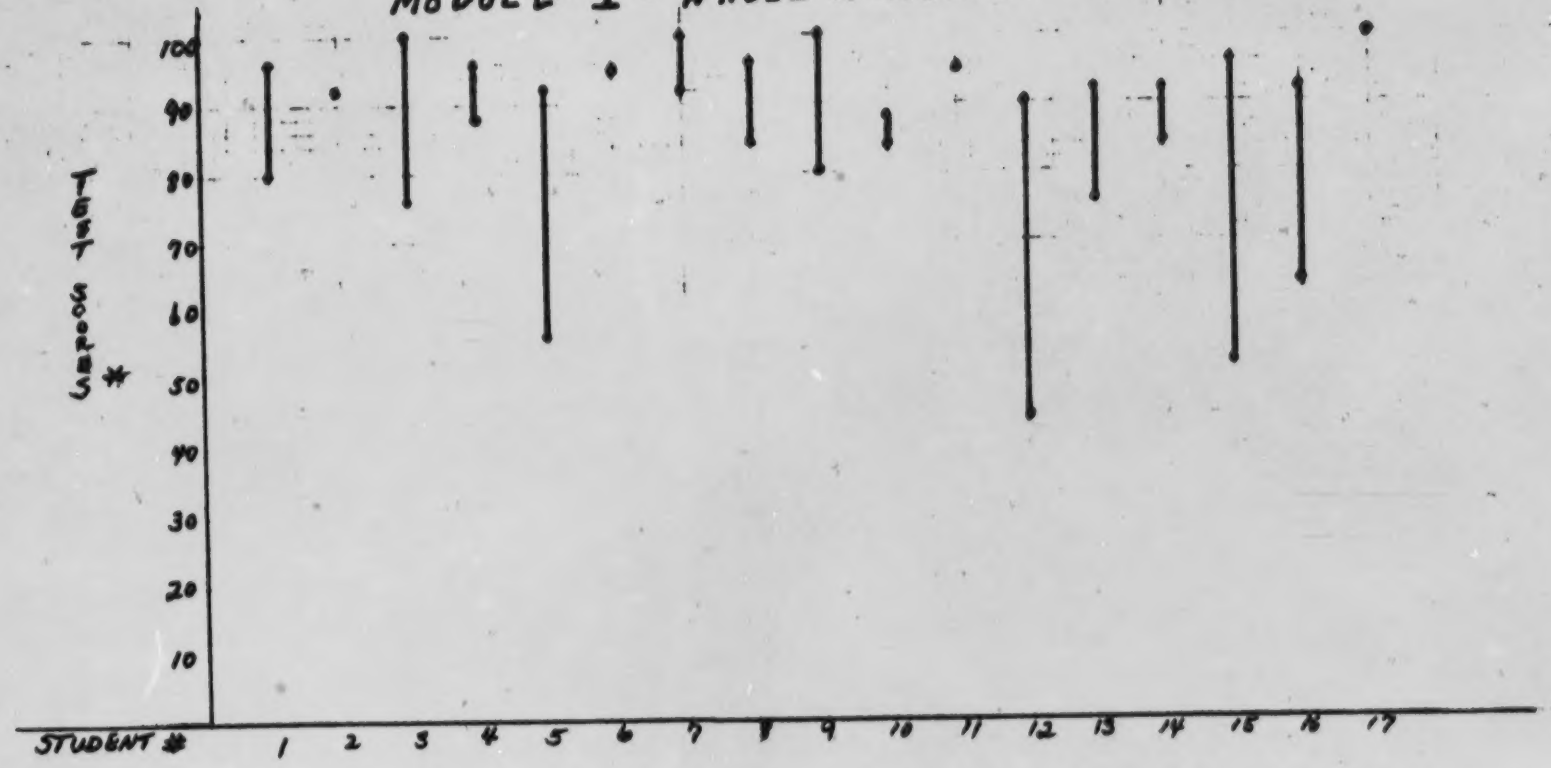
best use of all tests materials that came with the text materials. I did not give an overall diagnostic test (that covers all 4 modules). Also, I did not require an overall comprehensive test, which may be the best measure of what the student has understood and retained.

B. Since students moved at different rates, there were many different activities going on simultaneously. Also, there were many tests to be given and recorded. For these reasons, I could have effectively used as assistant (perhaps a student) to help with tutoring small groups (or individuals) and giving and grading tests.

C. Most students needed to work through all 4 of the modules, but a few were able to show sufficient understanding of whole numbers and/or decimals and/or fractions so that they would not have needed to purchase these modules. Perhaps we should (in advisement) inform students not to buy any of the modules before meeting the class. Deciding whether the student should buy a module after taking a diagnostic test would seem fairer and more economical for the student.

D. Since three students completed the course before the end of the quarter, RSL might want to investigate the possibility of offering a 2 or 3 week programmed course on the metric system (taught in the same room with Math 100-A. Although the 3 students mentioned above went directly into Math 100-B, we may have students in the future who are not college parallel students who would be interested in learning the metric system. Perhaps 1 unit of elective credit could be obtained in such a course. This would need formalizing and approval by RSL as well as the Curriculum Committee.

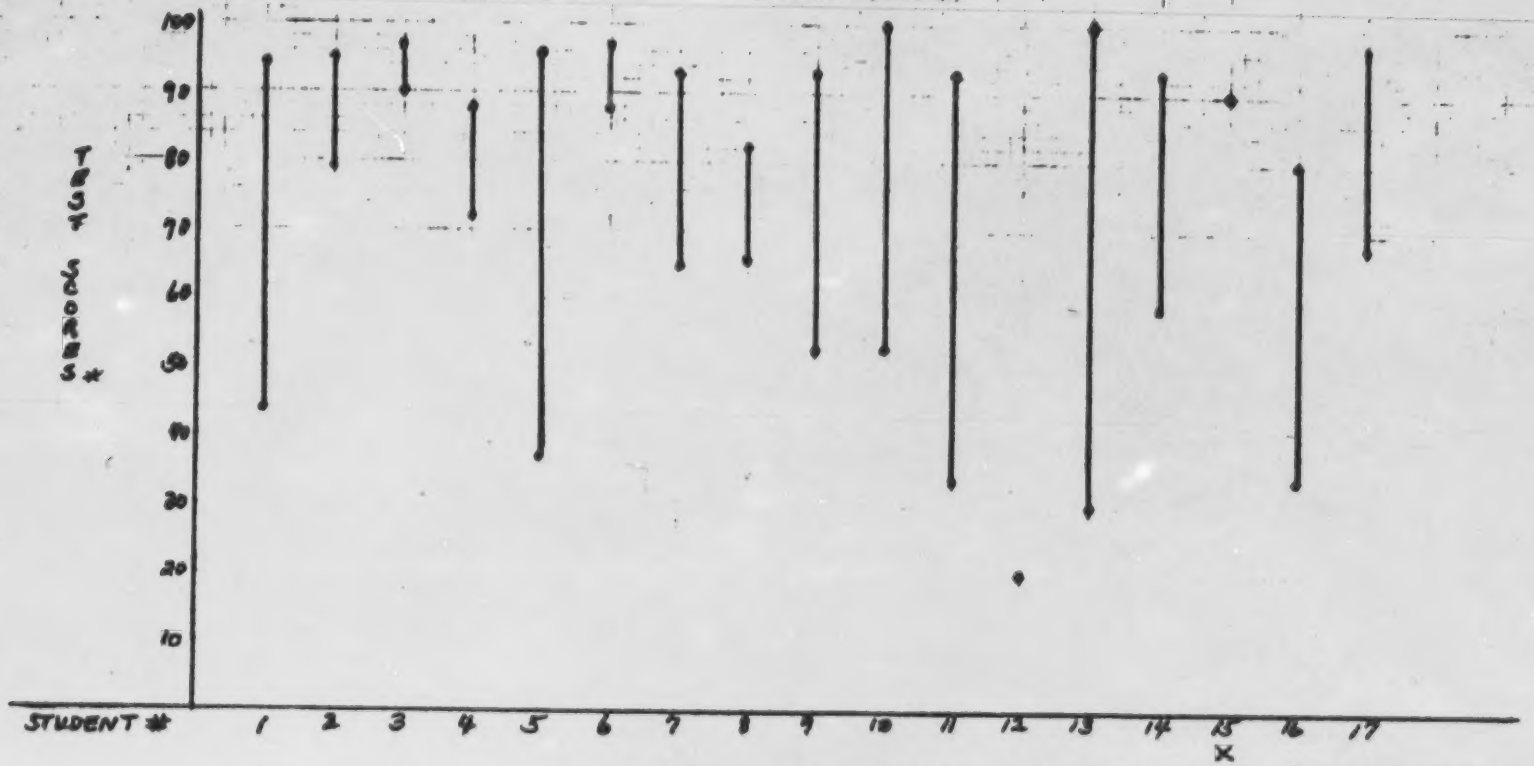
MODULE 1 - WHOLE NUMBERS



* BOTTOM POINT OF EACH LINE SEGMENT (OR SINGLE POINT) = DIAGNOSTIC TEST SCORE
TOP POINT OF EACH LINE SEGMENT = COMPREHENSIVE TEST SCORE

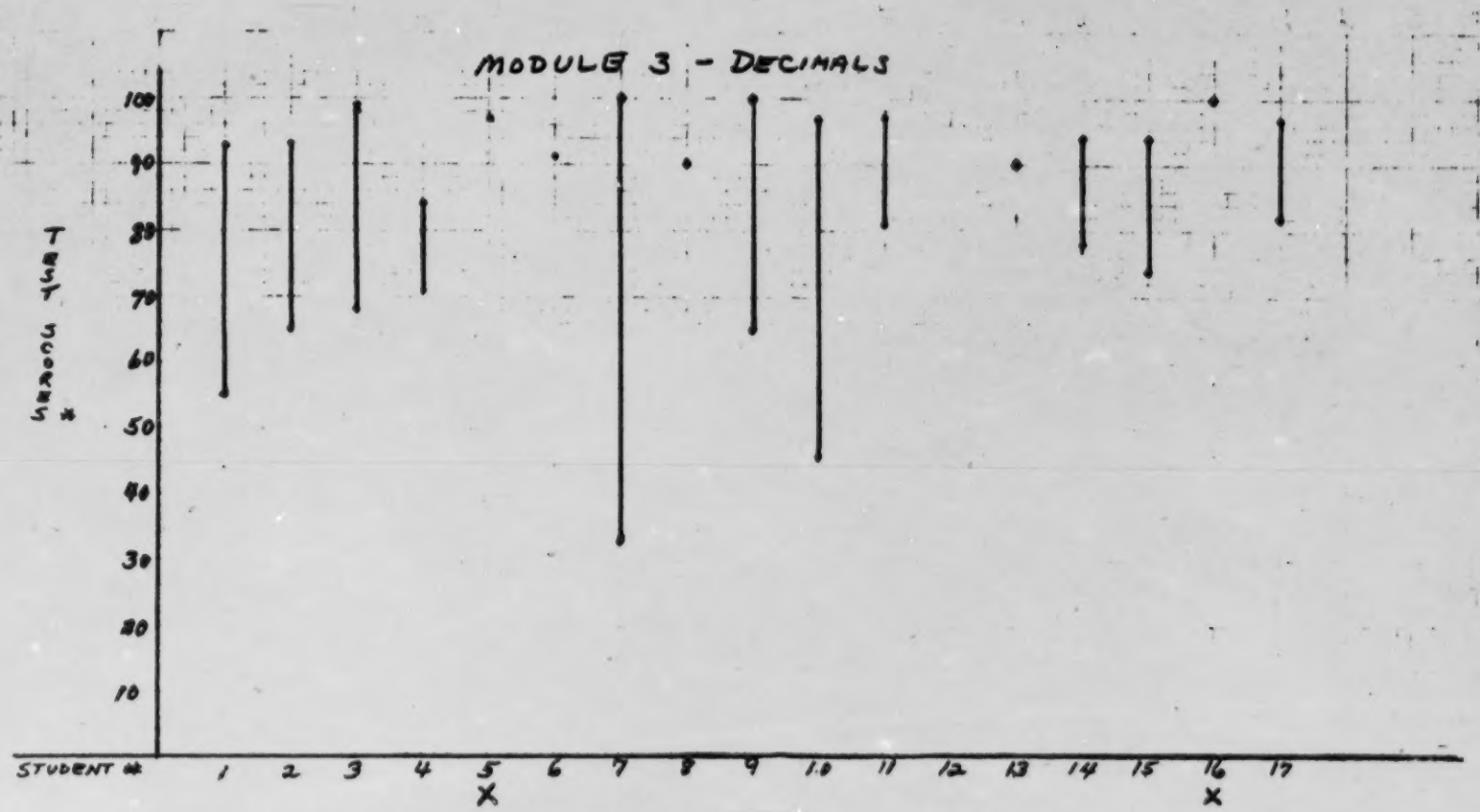
AVERAGE PERCENT OF INCREASE IN TEST SCORES
(FROM DIAGNOSTIC TEST TO COMPREHENSIVE TEST): 34%

MODULE 2 - FRACTIONS



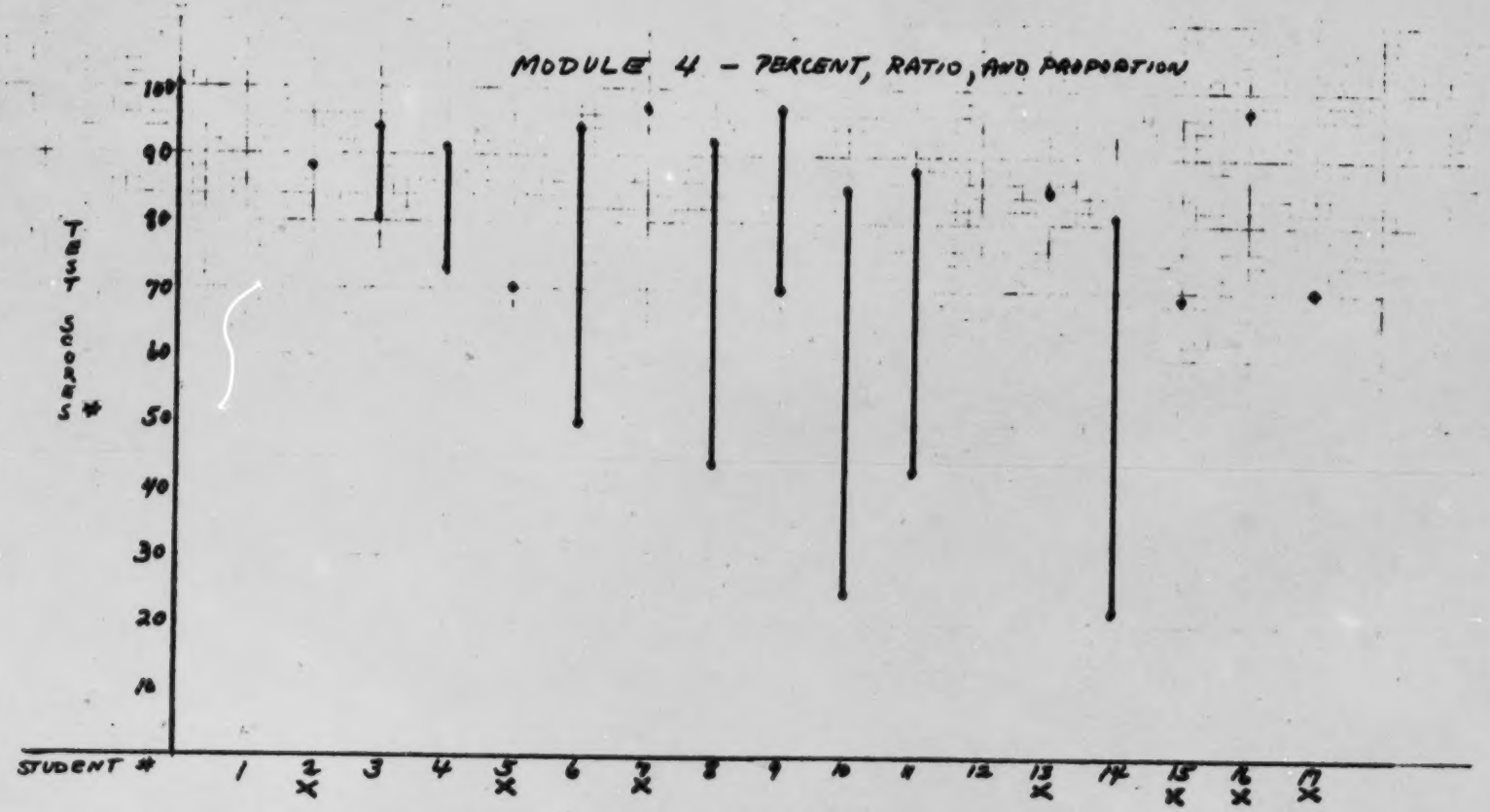
* BOTTOM POINT OF EACH LINE SEGMENT (OR SINGLE POINT) = DIAGNOSTIC TEST SCORE (EXCEPT IN THE CASE OF AN X BELOW STUDENT # — THIS MEANS THAT STUDENT ELECTED NOT TO TAKE A DIAGNOSTIC TEST)
TOP POINT OF EACH LINE SEGMENT = COMPREHENSIVE TEST SCORE

AVERAGE PERCENT OF INCREASE IN TEST SCORES (FROM DIAGNOSTIC TEST TO COMPREHENSIVE TEST) : 83 %



* BOTTOM POINT OF EACH LINE SEGMENT (OR SINGLE POINT) = DIAGNOSTIC TEST SCORE (EXCEPT IN THE CASE OF AN X BELOW STUDENT # — THIS MEANS THE STUDENT ELECTED NOT TO TAKE A DIAGNOSTIC TEST)
TOP POINT OF EACH LINE SEGMENT = COMPREHENSIVE TEST SCORE

AVERAGE PERCENT OF INCREASE IN TEST SCORES
(FROM DIAGNOSTIC TEST TO COMPREHENSIVE TEST) : 66%



* BOTTOM POINT OF EACH LINE SEGMENT (OR SINGLE POINT) = DIAGNOSTIC TEST SCORE (EXCEPT IN THE CASE OF AN X BELOW STUDENT # – THIS MEANS THAT STUDENT ELECTED NOT TO TAKE A DIAGNOSTIC TEST)

AVERAGE PERCENT OF INCREASE IN TEST SCORES (FROM DIAGNOSTIC TEST TO COMPREHENSIVE TEST) : 111%

Math 100-B Introduction to Algebra

A study of basic algebra for the student who is to continue studying math. The study begins with the arithmetic operations of whole numbers and extends through simple algebraic expressions.

Fundamentals of Algebra--Contents

MODULE 1: Sets and Numeration Systems
Basic set notation and terminology, the natural numbers, axioms on the natural numbers, ordering

MODULE 2: The Set of Integers
The integers, operations of addition and subtraction, combining like terms

MODULE 3: Multiplication and Division
Multiplication, prime and composite numbers, exponential and completely factored forms, definition of division

MODULE 4: Algebraic Operations
Polynomials, addition and subtraction, removing grouping symbols, order of operations, numerical evaluation

MODULE 5: Equations
Axioms for equations, solution techniques for linear equations, literal equations

MODULE 6: Introduction to Factoring
Products and factors, applying the distributive axiom, common term factoring, multiplication of binomials

MODULE 7: Factoring Techniques
Factoring trinomials, factoring the difference of squares

MODULE 8: Basic Fractional Operations
The fundamental principle of fractions, reducing fractions to lowest terms, division

MODULE 9: Further Operations on Fractions
The least common multiple, addition and subtraction of algebraic fractions

MODULE 10: Multiplication and Division of Fractions
Multiplication and division of algebraic fractions, simplifying complex fractions

MODULE 11: Introduction to the Rectangular Coordinate System
Notation and terminology, locating points in the plane, graphing linear equations

MODULE 12: Systems of Equations
Graphical solution, solution by algebraic methods

SOLUTIONS

MATH 100B --- FALL, 1975

# of students Initially enrolled	# of students enrolled at quarters end	Percent of students enrolled at quarters end	GRADES AT END OF QUARTER									
			A		B		C		I		NC	
			No.	%	No.	%	No.	%	No.	%	No.	%
25	19	76	6	31.5	2	10.5	0	0	11	57.8	0	0

GRADES AFTER CHANGE OF "I" GRADES									
A		B		C		I		NC	
No.	%	No.	%	No.	%	No.	%	No.	%
9	47.3	3	15.7	3	15.7	0	0	4	21

Percent of students initially enrolled to receive the Grade "C" or better	Percent of students enrolled at end of quarter to receive the Grade "C" or better
60	79

Percent of "I's" which became "C" or better	Percent of "I's" to revert to "NC"
63.6	36.3

MATH 100B --- WINTER QUARTER, 1975-76

	# of students initially enrolled	# of students enrolled at quarters end	Percent of students enrolled at quarters end	GRADES AT END OF QUARTER									
				A		B		C		I		NC	
				No.	%	No.	%	No.	%	No.	%	No.	%
I	26	21	80.7	7	33.3	3	14.2	1	4.7	9	42.8	1	4.7
II	21	16	76	6	37.5	2	12.5	0	0	6	37.5	2	12.5
TOT.	47	37	78.7	13	35	5	13.5	1	2.7	15	40.5	3	8

	GRADES AFTER CHANGE OF I GRADES									
	A		B		C		I		NC	
	No.	%	No.	%	No.	%	No.	%	No.	%
SECTION I	8	38	5	23.8	1	4.7	0	0	7	33
II	8	50	2	12.5	2	12.5	0	0	4	25
TOTAL	16	43.2	7	19	3	8	0	0	11	29.7

	Percent of students initially enrolled to receive Grade "C" or better	Percent of students enrolled at end of quarter to receive Grade "C" or better
I	53.8	66.6
II	57.1	75
TOT.	55.3	70.2

	Percent of "I's" which became "C" or better	Percent of "I's" to revert to "NC"
I	33.3	66.6
II	66.6	33.3
TOT.	53.3	46.6

MEANS

(35 PT. Test)

PRE-	POST-
16.42	22.72
17.1	24.2

MATH 100B --- SPRING QUARTER, 1976

# of students initially enrolled	# of students enrolled at quarters end	Percent of students enrolled at quartr end	GRADES AT END OF QUARTER									
			A		B		C		I		NC	
			No.	%	No.	%	No.	%	No.	%	No.	%
27	16	59.2	6	37.5	2	12.5	0	0	5	31.2	3	18.7

GRADES AFTER CHANGE OF I GRADES									
A		B		C		I		NC	
No.	%	No.	%	No.	%	No.	%	No.	%
7	44	3	19	0	0	0	0	6	38

Percent of students initially enrolled to receive Grade "C" or better	Percent of students enrolled at end of quarter to receive Grade "C" or better
37	63

Percent of "I's" which became "C" or better	Percent of "I's" to revert to "NC"
40	60

MEANS
(35 PT. Test)

PRE-	POST-
10.4	20.28

MATH 100B --- 1975-76 TOTALS

	# of students initially enrolled	# of students enrolled at quarters end	Percent of students enrolled at quarters end	GRADES AT END OF QUARTER									
				A		B		C		I		NC	
				No.	%	No.	%	No.	%	No.	%	No.	%
FALL WINTER SPRING	99	72	72.7	25	34.7	9	12.5	1	1.4	31	43	6	8.3

	GRADES AFTER CHANGE OF I GRADES									
	A		B		C		I		NC	
	No.	%	No.	%	No.	%	No.	%	No.	%
FALL-WINTER ONLY	25	44.6	10	17.8	6	10.7	0	0	15	26.7
FALL-WINTER-SPRING	32	44	13	18	6	8	0	0	21	29

Percent of students initially enrolled to receive Grade "C" or better	Percent of students enrolled at end of quarter to receive the Grade "C" or better
57	73.2

FALL-WINTER ONLY

52	71

FALL-WINTER-SPRING

Percent of "I's" which became "C" or better	Percent of "I's" to revert to "NC"
53.8	46.1

FALL-WINTER ONLY

52	48

FALL-WINTER-SPRING

CONCLUSIONS

Due to a lack of any comparable data from other sources, a determination of the success or failure of Math 100-B to realistically serve the needs of the population for which it was designed is purely a subjective task. I feel that the percentages of students who were enrolled at the end of the quarter and who received grade "C" or better was quite good. I would like to reduce the number of "I" grades given at the end of each quarter and I would like to improve the percentage of those with "I"'s who successfully complete the course.

Another concern is those students who were initially enrolled and then do not complete the course. They drop out for many reasons. However, there may be some of these students who with proper help (tutoring and counseling) would remain in the course and complete it successfully. We have worked on this problem in the past and should continue to do so in the future.

PROGRESS REPORT
Sam Sink

RSL HISTORY 102
Western Civ.
Winter

I. Objectives

A. To provide extra contact with instructor to practice questions, work on vocabulary, examine difficult passages in the text, and answer questions.

B. To provide written study guides to prepare students for the tests.

C. To provide vocabulary building exercises.

D. To gradually move toward more self-directed learning and less external motivation.

II. Evaluation

A. Extra sessions at 11:30 Tuesday/Thursday were very successful, but attendance was less than expected.

B. Written study guides-definitely a success.

C. Only had time to prepare one vocabulary building exercise-thoug idea was good. Judged moderately successful.

D. Successfully put students more on their own as the quarter progressed.

III. Recommendations

A. Continue extra sessions and do anything possible to encourage attendance.

B. Continue study guides.

C. When time is available, do more of the vocabulary building exercises.

D. Continue withholding specifics progressively so students read the text more.

SOUTHEASTERN
COMMUNITY
COLLEGE

INTEROFFICE MEMORANDUM

M E M O R A N D U M

TO: Winnie Cooke

FROM: Earl Hughes

SUBJECT: Faculty Progress Report

General Biology Series

I. Goals

1. To promote learning of all my students of all academic abilities with special emphasis on students at the lower end of the academic spectrum

2. To make our general biology series as relevant as possible to the present day needs of students.

3. To keep abreast of new trends in the biological sciences.

4. To make our audio-tutorial laboratory more interesting and informative.

II. Methods of Achieving These Goals

1. Reaching the lower achievers:

a. Setting up appointments for tutoring.

b. Keeping students informed of their grade standing in class.

c. Having a review of material covered during a testing period for all students.

d. Spending some class time giving students tips on how to study science.

e. Setting aside some class time for going over the week's laboratory work.

f. Making a special effort to get to know students so they see me as a friend rather than an adversary.

2. Making general biology more relevant:

   a. Building topics studied around humans whenever possible. For instance, when we are studying the various systems (nervous, circulatory, digestive, etc.), making sure most of our time is spent on humans.

   b. Adding topics which are more in vogue at the present time such as behavior in animals and plants; various topics in ecology such as effects of an oil pipeline on the Alaskan tundra, etc.

3. Keeping abreast of constantly changing trends in biology is a task which requires almost daily reading new text and scientific journals. I would like to have more time for this aspect of my work.

4. Making the audio-tutorial lab more interesting and informative:

   a. Using more audiovisual materials.

   b. Using more living materials.

   c. Having the students doing more than just listen to the audio tape.

III. Success at Achieving These Goals

1. (a) I feel good about my success at reaching the lower achievers in the fall quarter of this past year but I think things tailed off a bit in the winter and spring quarters. Either students would not make appointments in response to notes I put on their returned tests or would not show up at the appointed time.

   (b) I had little, if any, problems with students being surprised by a grade.

   (c) Reviewing before a test seemed to have worked out well. I only had one complaint this year about spending too much time on topics covered.

   (d) Some students have indicated to me that they have adopted some of my tips on how to study science.

   (e) Going over the week's lab work in the middle of the week worked out well. Most students wanted and needed this information.

   (f) Getting to know students was accomplished during tutoring sessions as well as during and immediately before and after classes.

2. (a) Students respond much better to biological topics if we relate them more to humans or to plants and animals that are more closely associated with man such as corn, tobacco, soybeans, or farm animals.

   (b) Adding the sections on animal and plant behavior worked out well. There was even some enthusiasm for cutting open the frog and observing the various organs and systems.

3. I am always getting new biology text. Reading these new texts enriches my thoughts, keeping my classes from becoming stale.

4. (a) There have been many film loops added to our collection and we are making more use of them. The students especially liked the use of filmstrips with associated tapes in the lab as well as in the lecture portion of the course.

   (b) Students always seem to enjoy the lab on growing bacteria. We demonstrated some of the various tropisms in plants in the plant behavior lab. This was well received by students.

   (c) We added a lab on cutting up a frog this year. I did not realize how much some students enjoyed this sort of thing.

PROGRESS REPORT _ Fall and Winter Quarters 75-76
Physical Science Problem Lab.
J. Marion Martin

I. GOALS

A. To help the student recogonize his ability to achieve independently, and to recogonize his responsibility for doing so.

B. To help the student understand the basic fundamental concepts necessary as fundamentals for Physical Science.

C. To give students an opportunity to interact one with another as well as with the instructor in the discussing of Physical Science problems and questions that are causing them concern.

II. SUCCESS IN ACHIEVING GOALS

A. In general the 19 students who attend the Tuesday's session regularly have achieved a 10 point average lead on students who do not.

B. Some students can not make it every Tuesday, but come when they can. There are usually 6 or more of these each session.

C. The Tuesday, 10:30 session has proved so successful that a second session has been formed meeting on Thursday at 9:30 this quarter. This enables other students to attend the problem session. The Thursday attendance averages about 11 students with 50% of these meeting both sessions.

D. All students involved say that they find the session invaluable to them in their ivolvement with Physical Science.

PROGRESS REPORT
FALL QUARTER, 1975

KATHRYN CLARK
TUTOR/COUNSELOR

I. Goals:

1. To organize and coordinate the RSL Tutorial Program.
2. To recruit and train tutors for the RSL Tutorial Program.
3. To propose a means of paying student tutors.
4. To identify students on campus who need tutoring services.
5. To make myself available to instructors on campus for assistance in the classroom.
6. To personally provide tutoring services to students having problems in English and other areas.
7. To help organize the RSL lab and provide an inviting atmosphere in which students could be motivated to read, study and learn, or relax.
8. To assist in the RSL work/study program.
9. To account for the number of students using the RSL lab for tutoring services.
10. To develop a means of evaluating the RSL Tutorial Program.
11. To coordinate an enrichment activity called "Exposure."
12. To involve myself in activities of the total campus.
13. To develop myself professionally.

II Success in Achieving Goals

A. Fall Quarter

1. A package of materials was developed to be used in training the RSL tutors. Also, a decision was made to make use of a bulletin board in the RSL lab to provide a means of posting tutor appointments.
2. A total of seven persons were recruited to work for RSL fall quarter.

Recruitment took place by:

a. contacting instructors on campus for recommendations of students who could serve as tutors.
b. personally contacting prospective tutors.
c. placing posters on campus and notices in the Ram-O-Gram which served as recruitment devices.

Training took place through:

a. a series of hourly sessions (approximately 3).
b. weekly meetings with the tutorial-coordinator following the training sessions for the remainder of the quarter.

3. Prior to fall quarter, 1975, tutors worked on a volunteer basis. In order to have a better program, one which would allow us to be more selective in hiring individuals to serve as tutors, a decision was made to pay our tutors at a rate of $2.25 an hour.

4. Students on campus who needed tutoring services were identified by

   a. contacting instructors for names of students having problems in certain areas.
   b. personally contacting prospective tutees.
   c. placing posters on campus and notices in the Ram-O-Gram offering <u>free</u> tutoring services to all students on campus.

5&6. I assisted in the English 101 classes and other classes when my help was needed, and tutored students in English and other areas on a one-to-one basis in the RSL lab.

7. Helped to organize and arrange an appealing physical setting for the lab, and helped in providing supplementary materials to students through the lab (i.e. paperback books).

8. Assisted to inform work/studies of their time schedules and duties. Established a monitoring system for the lab through the work/study program.

9. 153 students used the lab this past quarter for a total of 791 hours. RSL reported 188 of these hours for FTE credit. The remaining time was turned in by instructors. For the majority of the <u>total</u> hours, students were receiving tutoring services from RSL staff and tutors.

10. Dr. William F. Brown, Southwest Texas State University, was asked to be a consultant to our campus. Part of his responsibilities involved serving as an evaluator of the RSL Tutorial Program. He concluded that RSL has a good program, but seemed to think the tutors needed more responsibility in terms of record-keeping, etc.

11. Attempted to continue with an enrichment activity called "Exposure," a series of film presentations for all students on campus. A questionnaire was sent to faculty asking for suggestions in terms of how the series could best be presented, etc. Results of the survey were favorable, but the activity had to be canceled due to conflicts in scheduling the films.

12. Served as secretary-treasurer of the Faculty Senate, and as recording secretary for the screening committee for the selection of an Adult Basic Education Instructor and a General Technical Instructor for the Columbus County Sheltered Workshop.

13. Attended the Student Personnel and Guidance Association Workshop in Raleigh, N. C. Successfully completed a guitar course taught at SCC.

III. Recommendations:

1. To continue to improve the RSL Tutorial Program.
2. To prepare myself to teach an English 101 follow-up course.
3. To recruit new tutors.
4. To be concerned with professionally developing myself.
5. To work with instructors on improving tutoring services.

PROGRESS REPORT
WINTER QUARTER, 1975-76

KATHRYN CLARK
TUTOR/COUNSELOR

I Goals:

1. To continue to organize and coordinate the RSL Tutorial Program.
2. To recruit and train tutors for the RSL Tutorial Program.
3. To identify students on campus who need tutoring services.
4. To make myself available to instructors on campus for assistance in the classroom.
5. To serve as an instructor for a follow-up class in English 101 under the supervision of Thelma Barnes.
6. To personally provide tutoring services to students having problems in English and other areas.
7. To account for the number of students using the RSL lab for tutoring services.
8. To evaluate the RSL Tutoring Program.
9. To involve myself in activities of the total campus.
10. To develop myself professionally.
11. To assist in submitting a grant proposal to the EXXON Foundation in order to implement a Student-to-Student Counseling Program on our campus.

II. Success in Achieving Goals:

1. Several changes were made in the package of materials that had been developed during fall quarter to use with the tutor training (i.e. tutor application, tutee application).
2. A total of six (6) persons were recruited to work for RSL Winter Quarter.

   Recruitment took place by:

   a. contacting instructors on campus for recommendations of students who could serve as tutors.
   b. personally contacting prospective tutors.
   c. placing notices in the Ram-O-Gram to serve as a recruitment device.

   Training took place through:

   a. a series of hourly sessions (approximately 3).
   b. weekly meetings with the tutorial-coordinator following the training sessions for the remainder of the quarter.

3. Students on campus who needed tutoring services were identified by:

   a. contacting instructors for names of students having problems in certain areas.
   b. personally contacting prospective tutees.
   c. placing posters on campus and notices in the Ram-O-Gram offering free tutoring services to all students on campus.

4. Substituted in several classes for instructors when necessary.
5. Worked with two students to help them complete an English 101 course which was begun Fall Quarter. Neither of the two students completed the course.
6. Tutored students in English and other areas when my help was needed.
7. 107 students used the lab this past quarter for a total of 670 hours. RSL reported 205 of these hours as FTE credit. The remaining time was turned in by instructors. For the majority of the total hours, students were receiving tutoring services from RSL staff and tutors.
8. Evaluation forms were given to tutors and tutees to be filled out and returned to my office. Very few students responded to the forms.
9. Continued to serve as secretary-treasurer of the Faculty Senate.
10. Enrolled in a guitar course, but was unable to complete it due to demands and responsibilities in other areas.
11. Assisted in submitting a grant proposal to EXXON Foundation.

Recommendations:

1. To continue to improve the RSL Tutorial Program
2. To recruit new tutors for Spring Quarter.
3. To concern myself with professional development.

PROGRESS REPORT
SPRING QUARTER, 1976

KATHRYN CLARK
TUTOR/COUNSELOR

I. Goals:

1. To continue to organize and coordinate the RSL Tutorial Program.
2. To recruit and train tutors for the RSL Tutorial Program.
3. To identify students on campus who need tutoring services.
4. To make myself available to instructors on campus for assistance in the classroom.
5. To personally provide tutoring services to students having problems in English and other areas.
6. To account for the number of students using the RSL lab for tutoring services.
7. To evaluate the RSL Tutoring Program.
8. To involve myself in activities of the total campus.
9. To develop myself professionally.

II. Success in Achieving Goals:

1. No changes were made in the materials for the tutoring program at the beginning of this quarter.
2. A total of eight (8) persons were recruited to work for RSL Spring Quarter.

   Recruitment took place by:

   a. contacting instructors on campus for recommendations of students who could serve as tutors.
   b. personally contacting prospective tutors.
   c. placing notices in the Ram-O-Gram to serve as a recruitment device.

   Training took place through:

   a. a series of hourly sessions (approximately 3).
   b. weekly meetings with the tutorial-coordinator following the training sessions for the remainder of the quarter.

3. Students on campus who needed tutoring services were identified by:

   a. contacting instructors for names of students having problems in certain areas.
   b. personally contacting prospective tutees.
   c. placing posters on campus and notices in the Ram-O-Gram offering <u>free</u> tutoring services to all students on campus.

4. Substituted in several classes for instructors when necessary.
5. Tutored students in English and other areas when my help was needed.
6. 89 students used the lab this past quarter for a total of 505 hours. RSL reported 305 of these hours as FTE credit. The remaining time was turned in by instructors. For the majority of the total hours, students were receiving tutoring services from RSL staff and tutors.
7. Evaluation forms were given to tutors and tutees to be filled out and returned to my office. Very few students responded to the forms.
8. Continued to serve as secretary-treasurer of the Faculty Senate Served as a model for a cosmetology student in order to help her complete graduation requirements.
9. Attended the Developmental Studies Conference held in Raleigh, North Carolina during April.

III. Recommendations:

1. To work with Winnie in setting up an evaluation plan for the Tutoring Program.
2. To contact other schools for information concerning their tutoring programs (i.e. evaluation procedures).
3. Plan for the tutor-training session to be held in September, 1976.
4. Work with instructors on improving tutorial services.
5. Contact prospective tutors.

SELF-EVALUATION CHECKLIST
RSL INSTRUCTOR
1975-76

I. Relationship with Students on Personal Level	Never	Occasionally	Usually	Always
A. I am tolerant of differing opinions.				
B. I am trustworthy with students' confidences.				
C. I am consistent in dealing with students.				
D. I am honest with students about how I'm feeling: 1. When I react to their behavior				
2. When some outside personal situation is interfering with my dealings with them				
E. I give positive rewards for a student's responsible and success behavior.				
F. I show a genuine interest in the student on a personal level.				
G. I do not reject students whose behavior is different from my own.				
H. I am a good model for handling stress situations.				
I. I am fair in all interactions with students.				

Checklist
RSL Instructor
1975-76

II. Instructional Techniques	Never	Occasionally	Usually	Always
A. I provide an overall rationale for the entire course and/or rationale for individual assignments of the course.				
B. I give assignments that are directly related to the development of a skill or the mastery of a concept as stated in the objectives.				
C. I make assignments that are sufficient, but not excessive in amount and length.				
D. I communicate to students the objectives of each unit of study.				
E. I make evaluations of students consistent with the course objectives.				
F. I set minimum standards for the evaluation of students.				
G. I stress development and application of concept and skills rather than memorization.				
H. I use diagnostic and evaluation measurements where appropriate.				

Checklist
RSL Instructor
1975-76

	Never	Occasionally	Usually	Always
I. Identify the criteria necessary to progress to the next unit of study.				
J. I allow flexible time for completing course requirements.				
K. I use small groups when appropriate.				
L. I offer, when possible, alternate instructional materials and techniques for the student to meet the objectives of the course.				
M. I design classroom experiences and projects which actively involve the student.				
N. I am consistent with the RSL philosophy, even though the student is responsible for his own learning.				
III. Involvement with Student Problems				
A. I encourage tutoring when needed by making contact with the tutor/coordinator and following up with the student.				
B. I consult in a constructive manner with other faculty concerning student problems providing there is no violation of student confidences.				

Checklist
RSL Instructor
1975-76

	Never	Occasionally	Usually	Always
C. I constructively criticize a student's failure-oriented behavior.				
D. I use the problem-solving method in counseling students.				
IV. Relationship with Student on an academic level				
A. I am willing to answer student questions.				
B. I show enthusiasm for teaching.				
C. I am willing to consider student's suggestions.				
D. I am willing to admit errors.				
E. I am impartial about grading.				
F. I am prompt in returning assignments.				
G. I am available to students outside of class.				
H. I am punctual with classes and appointments.				
I. I meet all classes or make provisions for them to be met.				
J. I do not intimidate the students.				
K. I keep the student aware of his progress.				

FACULTY EVALUATION

STUDENT RESPONSE FORM

This questionnaire gives you an opportunity to express anonymously your views of this course and the way it has been taught. Please read each statement carefully and make as honest an evaluation as possible.

PART I - Directions. As you read each statement think about the teacher in this class. If the statement for any reason does not apply to this teacher, shade in the box for NOT APPLICABLE on the Student Response Card - Part I. Otherwise, decide whether you STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE with the statement and shade the appropriate box.

1. Conducts good classroom discussions on course material
2. Keeps adequate office hours
3. Shows a sense of responsibility for student's education
4. Shows an interest in students as persons
5. Gives clear explanations of material
6. Does not seem to listen to students
7. Shows an interest in student's academic progress
8. Treats students fairly
9. Has a good sense of humor
10. Has the ability to reach students at their level of knowledge and ability
11. Conducts organized classes
12. Encourages students
13. Appears to lack respect for students
14. Takes his work seriously
15. Is friendly both in and out of class
16. Seems more concerned with the amount of material covered than with what is actually learned
17. Accepts students as individuals
18. Is open minded
19. Lectures too fast
20. Shows understanding
21. Provides adequate opportunity for the student to ask questions or express opinions
22. Has a good personality

PART II - Directions. How often have you seen the teacher in this class do the kinds of things described in the statements below? If for any reason a statement does not apply to this teacher, shade in the box for NOT APPLICABLE on the Student Response Card - Part II. Otherwise, indicate whether you ALWAYS, FREQUENTLY, SELDOM, or NEVER see these things happen by shading in the appropriate box.

1. Is patient
2. Does not seem willing to repeat explanations
3. Keeps promises to students
4. Is willing to admit mistakes
5. Gives unannounced hour tests
6. Does not take time to discuss work with students
7. Goes over tests when graded
8. Is ill-tempered
9. Makes course objectives clear
10. Fails to dismiss class on time
11. Offers additional assistance when needed
12. Fails to return tests
13. Is well prepared for class
14. Punishes entire class for the mistake of a few of its members

PART III - Directions. For each item below, please shade in all appropriate boxes on the Student Response Card - Part III.

1. For my preparation and ability, the level of difficulty of this course was:
   A. very elementary
   B. somewhat elementary
   C. about right
   D. somewhat difficult
   E. very difficult

2. The work load for this course in relation to other courses of equal credit was:
   A. much lighter
   B. lighter
   C. about the same
   D. heavier
   E. much heavier

3. For me, the pace at which the instructor covered the material during the term was:
   A. very slow
   B. somewhat slow
   C. just about right
   D. somewhat fast
   E. very fast

4. Which of the following was your single most important reason for selecting this course?
   A. faculty advisor recommended it
   B. teacher's reputation was excellent
   C. I thought that I could make a good grade
   D. it was required
   E. the subject interested me

5. How would you rate the instructor in this course?
   A. excellent
   B. good
   C. satisfactory
   D. fair
   E. poor

Please make comments about the course and instructor in the space provided below. You may write about those things you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?

M E M O R A N D U M

TO: Mrs. Mintz

FROM: James A. Schmidt JAS.

SUBJECT: PSY 201 Class Report

DATE: March 12, 1976

Attached are the results of the survey of Psychology 201 students you requested. Of the thirty-three students who had dropped or were borderline at mid-term, I talked with twenty-three students (or seventy percent). Students received a letter asking them to come by the Research Office and talk to me. By the end of the Winter Quarter, only eight of the thirty-three students (24 percent) had seen me. The remaining students were contacted by telephone. At least three attempts were made to reach every student by telephone. Several students (N=5) did not have any telephone number listed with the SCC Registrar's Office.

The student responses to the five survey questions are listed in Tables I through V. The responses for each question are listed in two categories. The first category contains the responses for students who <u>did not drop</u> Psychology 201 (or those who stayed) and the second category contains the responses for students who <u>did drop</u> Psychology 201. The first category of students (those who did not drop or stayed in) had eleven (of seventeen) students in the RSL Program. The second category of students (those who did drop) had five (of sixteen) students in the RSL Program.

Tables VI and VII list the grade point averages and standard deviation for the two groups for Fall and Winter Quarter (1975-76). Student identification numbers are the same for both table VI and VII so that one can determine how much the individual students' GPA changes. The student identification number assigned in Tables VI and VII is different from the identification number assigned in Tables I through V. Tables VI and VII contain data on all of the students who were listed as dropped or borderline at mid-term. Tables I through V contain data only on those students who were surveyed.

Tables VI and VII also show the standard deviation (s) for each group. The students who dropped PSY 201 had the highest standard deviation (more dispersion in GPA's; spread out further from the mean score) for Fall Quarter. Students who did not drop PSY 201 had the highest standard deviation for Winter Quarter.

Students who dropped Psychology 201 had higher GPA's for both Fall Quarter and Winter Quarter. The differences between the

mean GPA of each group is significant - these differences are not due to chance. The mean GPA for those who stayed in PSY 201 fell .15 of a point from Fall Quarter to Winter Quarter. The mean GPA for those who dropped PSY 201 fell .27 of a point from Fall Quarter to Winter Quarter. The drop in GPA for those who stayed in PSY 201 may be due to chance. The drop in GPA for those who dropped Psychology 201 is not due to chance alone.

The reasons why one group recorded a higher GPA than the other group are not easy to determine. There are many factors that need to be considered (ie. the differences in academic capability; the differences in "college-wiseness" - the knowledge of when and how to drop classes; the differences in extra curricula activities, etc.). Legitimizing that these are factors that could play a part in the differences in GPA would also be a difficult task.

I believe the information contained in this "report" will be helpful to you. If you would like some additional clarification, please feel free to call me.

TABLE I

(1) Is the Drop Procedure at SCC too difficult?

Those who stayed in PSY 201	Those who dropped PSY 201
1. Only problem is finding instructors to sign form.	1. Pretty easy.
2. Procedure is easy.	2. No way to make it any easier.
3. Very easy to drop.	3. Very easy.
4. Easy to drop/I like it the way it is.	4. OK.
5. Easy to drop especially if you are failing.	5. No trouble - very convenient.
6. Never dropped a course.	6. It is very easy.
7. Its easy - just fine the way it is.	7. Easy.
8. Never dropped a course.	8. Easy.
9. Never dropped a course.	9. Real Easy.
10. Easy to drop.	10. Difficult; you have to look all over school for the signature; have one person with authority for signature.
11. Easy unless you put it off and wait too long.	
12. No it is ok.	
13. Easy, no way to make it any easier.	

TABLE II

(2) What makes you decide to drop a course?

Those who Stayed in PSY 201	Those who Dropped PSY 201
1. When I'm not doing well, and I don't know about the course or the instructor.	1. Whether I like the course.
2. Time element (too many hours)	2. When I'm doing badly.
3. Doing badly and when I get behind.	3. Don't like it.
4. Doing badly.	4. Don't like it.
5. Only when I'm doing poorly never had a teacher I didn't like.	5. Conflict in hours/classes.
6. Never dropped a course.	6. When times are inconvenient.
7. Wrong Math class.	7. Working/carrying too many hours.
8. Never dropped a course.	8. When I can't make any D's since I plan to transfer at the end of only one year at SCC.
9. Never dropped a course.	9. When I find out I can't keep up a good grade with all the other work I have to do.
10. I don't know.	10. I thought the course content was different from what was covered.
11. If I don't like the course or it is at an inconvenient time.	
12. If you don't like it and you get too far behind.	
13. When I get too far behind; usually I will pick it up later.	

TABLE III

(3) Why did you drop or stay in Psychology 201 this Winter Quarter?

Those Who Stayed in PSY 201	Those Who Dropped PSY 201
1. Class is alright-more interesting than history but there was too much material in too short a period of time.	1. Couldn't "get into" subject.
2. Needed for my major in Education; students who are dropping just aren't putting enough time into it.	2. Doing badly; funny grading system; tests didn't go along with the book; easier under another teacher.
3. Doing better; really interesting.	3. Too many tests (1 a week) and I had too many class hours; may take this summer.
4. Grades improved greatly after I finished other classes, materials, and tests.	4. Didn't like the subject or the grading system; too much opinion; got out before I got an NC.
5. Teacher was very supportive and understanding of problems at home; she worked with me.	5. Wasn't pleased with the instructor's procedures; will take it under another teacher.
6. Teacher helped and encouraged me.	6. It was at an inconvenient time for my ride home; will take it Spring Quarter.
7. It was required; it is interesting but hard- it was a different course with a difficult grading scale.	7. Too many hours while working part-time; I switched programs but I liked the way the course was done.
8. Easy course; liked Freud.	8. Couldn't really get into it- or understand it; I couldn't afford a D on my transcript so I got out.
9. Like the course	9. I'm in Electrical Engineering and it takes a lot of time; too much outside time on too tight a schedule.
10. Tests too difficult-tutor really helped me to understand material class really made me work.	

TABLE III (Continuing)

Those Who Stayed in PSY 201	Those Who Dropped PSY 201
11. I liked the course and the teacher.	10. Would have stayed if I stayed in classes at SCC; too many theories and opinions that I felt they were wrong (or Un-Christian).
12. Teacher really helped quite a bit; beginning tests were real difficult until you got used to the type of test (questions); I liked the subject and class very much.	
13. Enjoyed the course; didn't really like the point system though.	

TABLE IV

(4) Are you in the RSL Program? If yes what are some of the advantages of being in RSL? (Yes, indicates the student is in RSL)

Those Who Stayed in PSY 201	Those Who Dropped PSY 201
1. Yes; they give more attention and help; they seem more concerned about you.	1. Yes; easier to learn in smaller classes; more student-teacher contact.
3. Yes (last year); tutoring help.	7. Yes, there is more time to learn; you aren't rushed.
5. Yes; they try to understand you- you don't find too many teachers who try to!	2. No.
6. Yes; I get lots of help which I really need and I really enjoy the RSL Program.	3. No.
7. Yes; smaller classes.	4. No.
11. Yes; it is a lot easier because they provide extra help (especially the labs).	5. No.
12. Yes; the advisers and tutors are really helpful.	6. No.
13. Yes, they give you more help- instructors and tutoring staff.	8. No.
2. No. (Not in the RSL Program)	9. No.
4. No; tutoring service for this PSY class.	10. No.
8. No.	
9. No.	
10. No.	

TABLE V

(5) If you are in the RSL Program, are there any disadvantages or changes you would like to see made?

1. No disadvantages.	1. Like the program; just fine.
3. Fine; need more tutors.	7. Too many extra hours of Lab.
5. No changes	
6. No changes	
7. No changes	
11. No changes	
12. No changes	
13. No changes	

TABLE VI

FALL QUARTER (1975) GRADES, VARIANCE AND STANDARD DEVIATION

	Those Who Stayed in PSY 201				Those Who Dropped PSY 201		
Student #	Quality Points	Hours	GPA	Student #	Quality Points	Hours	GPA
1	28	12	2.33	1	43	13	3.31
2	8	10	.80	2	48	16	3.00
3	10	15	.66	3	38	17	2.24
4	21	12	1.75	4	58	17	3.41
5	27	14	1.93	5	18	11	1.63
6	23	18	1.28	6	30	14	2.14
7	35	17	2.06	7	37	13	2.85
8	39	15	2.60	8	17	16	1.06
9	18	10	1.80	9	60	15	4.00
10	26	13	2.15	10	56	18	3.11
11	33	14	2.36	11	46	13	3.54
12	24	13	1.85	12	54	17	3.18
13	22	14	1.57	13	41	17	2.41
14	19	10	1.90	14	18	9	2.00
15	42	16	2.63	15	27	14	1.93
16	56	16	3.50	16	59	17	3.47
17	26	16	1.63				

$\bar{A} = \frac{453}{235} = 1.95$

$S^2_A = .4631$

$S_A = .6805$

$\bar{B} = \frac{650}{237} = 2.74$

$S^2_B = .6611$

$S_B = .8130$

TABLE VII

WINTER QUARTER (1975-76) GRADES, VARIANCE AND STANDARD DEVIATION

	Those Who Stayed in PSY 201				Those Who Dropped PSY 201		
Student #	Quality Points	Hours	GPA	Student #	Quality Points	Hours	GPA
1	2	7	0.28	1	27	10	2.70
2	Withdrew	from	SCC	2	29	11	2.63
3	15	14	1.07	3	27	13	2.07
4	25	14	1.78	4	42	13	3.23
5	23	9	2.55	5	26	10	2.60
6	2	9	0.22	6	20	11	1.81
7	32	18	1.77	7	33	14	2.35
8	3	8	0.37	8	15	8	1.87
9	4	5	0.80	9	56	14	4.00
10	7	8	0.87	10	23	13	1.76
11	49	19	2.57	11	35	14	2.50
12	Withdrew	from	SCC	12	21	9	2.33
13	Withdrew	from	SCC	13	Withdrew	from	SCC
14	3	7	0.42	14	24	9	2.66
15	41	13	3.15	15	14	10	1.40
16	46	17	2.70	16	33	13	2.53
17	6	4	1.50				

$\overline{A} = \frac{258}{152} = 1.70$

$S_A^2 = 1.0879$

$S_A^2 = 1.0430$

$\overline{B} = \frac{425}{172} = 2.47$

$S_B^2 = .4066$

$S_B^2 = .6376$

TABLE VIII*

Curriculum and Class Breakdown

A. Those Who Stayed in Psychology 201

1. Nursing (Stretch-Out); Freshman
2. College Parallel; Freshman
3. Secretarial; Freshman
4. College Parallel; Sophomore
5. Nursing (Stretch-Out); Freshman
6. Nursing (Stretch-Out); Freshman
7. College Parallel; Freshman
8. College Parallel; Freshman
9. College Parallel; Freshman
10. College Parallel; Freshman
11. Child Development; Sophomore
12. Nursing (Stretch-Out); Freshman
13. Nursing (Stretch-Out); Freshman
14. College Parallel; Freshman
15. College Parallel; Freshman
16. College Parallel (Elementary Ed.); Freshman
17. College Parallel; Freshman

B. Those Who Dropped Psychology 201

1. Nursing (Stretch-Out); Freshman
2. College Parallel; Freshman
3. College Parallel; Freshman
4. College Parallel; Freshman
5. College Parallel; Freshman
6. College Parallel; Freshman

(Continuing)

TABLE VIII*

Curriculum and Class Breakdown

7. College Parallel; Freshman
8. College Parallel; Freshman
9. Electrical Engineering; Freshman
10. College Parallel; Freshman
11. Electrical Engineering; Freshman
12. College Parallel; Freshman
13. College Parallel; Sophomore
14. Child Development; Freshman
15. Nursing (Stretch-Out); Freshman
16. General Office; Freshman

*Follows same number system as Tables VI and VII.

SUMMARY DATA

	Fall	Winter
$\overline{A}$ (Those Who Stayed in PSY 201)	1.95	1.70
$\overline{B}$ (Those Who Dropped PSY 201)	2.74	2.47

Local Norms For The Self-Scoring Comparative Guidance and Placement Program

by

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Director of Research and Evaluation

Southeastern Community College
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February, 1977

TABLE OF CONTENTS

Introduction 1

Background of the Problem. 1

Statement of the Problem 1

Method 2

Results. 3

Conclusions. 5

Appendix . . . . . .

List of References . . . . . .

Introduction

The resources of community colleges seem to be strained by reductions in funding and partial funding. Conversely, these institutions appear to be experiencing a period of rapid growth in student population. These conditions place a tremendous burden on the institutions resources. These resources are necessary if the quality of educational offerings are to be maintained or improved.

The students who would suffer the most, as a result of limited educational resources, appear to be the developmental and remedial students. For discussion purposes, a developmental student is one who scored between the twenty-fifth and the eleventh percentile on a specific subtest of the Self-Scoring Comparative and Guidance Placement-Test. A remedial student is one who scored below the tenth percentile on a specific subtest of the same instrument.

National norms have a tendency to identify a larger number of developmental and remedial students than local norms. It seems reasonable to infer that the local norms in most cases would identify the group of students that need the supportive services the most. This identification process seems necessary in view of the limited resources available.

It is not being suggested that national norms be disregarded. It is suggested that both national norms and local norms be used. The national norms could identify all developmental and remedial students. The local norms could identify the students that seem to need the supportive services the most.

It is not being suggested that efforts to increase the supportive services be curtailed. It is suggested that the selection process for these services maximize the probability of serving those students who need the services the most.

An advantage of local norms seems to be that a student is being compared with students from the same environment, social, and economic background. A student that is classified as developmental or remedial by local norms would in most cases be correctly classified.

Local norms are also a basis for valid comparisons. The performance of the local group of students could be compared with the performance of the nationally normed group. These comparisons could serve as indices of the varying performance levels of entering freshmen. This would alert the administration to the academic needs and characteristics of each entering group of freshmen. The cumulation of these comparisons could be used to perdict the types of programs and services need for the students.

The students attending Southeastern Community College are from a rural area which some people consider culturally deprived and economically underdeveloped. The students have the academic potential but need supportive services in order to succeed.

Background of the Problem

Southeastern Community College (SCC) has used the Comparative Guidance and Placement-Program (CGP) to help entering students make educational and career decisions. The CGP has been used in this manner since 1966. SCC was included in the national norming process in 1966.

The rapid growth of the student population, and the decreasing level of state funding, caused SCC to modify educational services, and to limit some programs. The CGP testing program was threatened as a result.

The Educational Testing Service at Princeton, New Jersey, suggested a viable option. They had developed the Self-Scoring Comparative Guidance and Placement Program (SCGP), which was less expensive, but which retained the desirable data needed to help entering students make educational and career decisions.

This option was taken by SCC. It was suggested that the national norms would identify more students than the supportive services could accommodate. There seemed to be a need to identify a sub-set of the nationally identified group. This sub-set would represent those students who needed the supportive services the most even when compared with their peers. It therefore seemed necessary to estimate local norms.

Statement of the Problem

The problem is to estimate local norms for the Self-Scoring Comparative Guidance and Placement-Program (SCGP).

Null hypotheses associated with the estimations are:

1. There are no significant differences in test performance as a result of test date variation for the 1976 entering freshmen.
2. There are no significant differences in test performance between the 1966 national norming sample of the CGP, and the 1976 local norming sample of the SCGP.

3. There is no association between SCGP test scores and actual grades received in corresponding courses.

Method

The SCGP was administered to nine different groups of entering students during 1976. The students scored their respective tests. The results were double-checked for accuracy (N=419).

The results were tabulated and local norms were estimated. Percentile ranks were estimated because this was recommended by the Educational Testing Service at Princeton, New Jersey.

An Analysis of Variance was performed on the raw data to determine if the SCGP results were affected by the date of administration, the administrator, or the composition of the students taking the test (Hypothesis #1). The Reading subtest was selected for this purpose.

The Kolmogorov--Smirnov Two--Sample Test (KS) was used to test the second hypothesis. Siegel (1956) seems to suggest that the Mann Whitney test is slightly more efficient for large samples than the KS. The normative data of the CGP is in a percentile rank format. This format negates the use of the Mann Whitney test and suggest the use of the KS. Tate and Clelland (1957, p. 93) suggest that "the K-S is sensitive to population differences in either location and shape. . . The X^2 test may be used in testing the significance of differences between two distributions, . . . but the K-S test is easier to apply and appears to be more powerful. . ."

The Reading subtest scores of the SCGP were correlated with actual grades received in reading courses at SCC. The same method was used for the areas of English and Mathematics. The sample correlations were tested by the t-test (Hypothesis #3). The alpha level for all hypotheses is .01 ($P < .01$).

Results

The estimated percentile ranks are contained in Tables I through VI in the Appendix. The results of the Analysis of Variance to determine (Hypothesis #1) if the SCGP results were affected by the date of administration, the administrator, or the composition of the students taking the test are displayed in Table V.

TABLE V Analysis of Variance for Differing Dates of Test Administration (Reading)

Source of Variation	Sum of Squares	Degrees of Freedom	Variance Estimate
Between	614.31	8	$76.79 = S_b^2$
Within	14,616.93	409	$35.74 = S_w^2$
Total	15,231.24	417	

$F = 2.15$ This value is not significant ($.05 > P > .01$)

The probability of D calculated by the Kolmogorov--Smirnov Two--Sample Test (Hypothesis #2) for each respective subtest of the SCGP was less than .01 ($P < .01$). The sample statistics are displayed in Table VI.

TABLE VI Sample Statistics for KS

	Reading	English	Math 1	Math 2	Math 3
N1 (National)	29,988	29,988	29,988	29,988	29,988
N2 (SCC)	419	418	189	130	91
Sample D	.34*	.27*	.47*	.29*	.23*
Critical D	.04	.07	.12	.05	.17
Probability	$P < .01$	$P < .01$	$P < .01$	$P < .01$	$P < .01$

*This value is significant.

The sample statistics associated with the correlation of SCGP scores and actual grades received (Hypothesis #3) are displayed in Tables VII and VIII. The letter X designates the SCGP scores as a variable. The letter Y designates the grades received as a variable. Refer to Tables IX, X, and XI in the Appendix for the predicted final grades based on a knowledge of SCGP.

TABLE VII Sample Statistics for Correlations Between SCGP Scores and Grades Received

	Reading	Math (Total)	English
N	125.00	86.00	220.00
$\bar{X}$	19.61	33.93	22.88
S_x	7.37	11.69	7.07
$\bar{Y}$	3.44	3.43	3.38
S_y	1.63	1.52	1.34
r_{xy}	.57	.42	.39
$S_{y.x}$	1.34	1.16	1.05

Table VIII displays the results of the t-test associated with hypothesis number three.

TABLE VIII t-test Results

	Reading	Math (Total)	English
r_{xy}	.57	.42	.39
t-test Value	7.69*	4.23*	6.79*
Degrees of Freedom	123.00	84.00	218.00
Probability	$<.01$	$<.01$	$<.01$

*This value is significant. 187

Conclusions

The results of the analysis seem to strongly suggest the following conclusions:

1. Hypothesis #1. Accept the hypothesis. There are no significant differences in test performance as a result of the test date variations for the 1976 entering freshmen.

2. Hypothesis #2. Reject the hypothesis. There are significant differences between the 1966 national norming sample, and the 1976 local norming sample of the SCGP.

3. Hypothesis #3. Reject the hypothesis. The population coefficient is not zero.

The date of administration, the administrator, and the composition of the students tested did not significantly affect the Reading test results. This seems to suggest that if the Reading results are of concern, then the test administration procedures do not need to be changed.

The 1966 national norming sample generally had higher scores than the 1976 local norming sample of the SCGP. The national norms will identify more developmental and remedial students than the local norms. The local norms will identify the students who need the services the most. Table XII and XIII are very instructive in this regard.

TABLE XII SCGP Reading Results

	Local Norms	Nat'l Norms
Remedial Students	42	163
Developmental Students	91	76
Total Students	133	239

TABLE XIII SCGP English Results

	Local Norms	Nat'l Norms
Remedial Students	41	117
Developmental Students	105	201
Total Students	145	318

The correlation coefficients between SCGP subtest scores and final grades received in respective courses are significant. The guidance counselor or advisor may refer to TABLES IX, X, and XI in the Appendix to examine these relationships.

It is recommended that local and national norms be used as the selection criteria for supportive services.

N=419

Appendix A

TABLE I

CGP Reading Score and
Percentile Rank Conversions

Total Right	Reading			Total Right	Reading		
	Score	Natl Rank	Local Rank		Score	Natl Rank	Local Rank
40	--	--	--	19	44	26	57
				18	42	21	55
39	--	--	--	17	41	19	50
38	--	--	--	16	39	14	46
37	--	--	--	15	38	12	42
36	--	--	--				
35	66	94	99	14	37	10	39
				13	35	8	36
34	64	92	99	12	34	7	30
33	63	91	99	11	33	4	26
32	61	85	96	10	31	4	22
31	60	83	95				
30	59	78	93	9	30	3	16
				8	28	2	13
29	57	73	91	7	27	1	10
28	56	71	89	6	26	1	6
27	55	64	85	5	24	1	3
26	53	58	81				
25	52	56	78	4	23	1	1
				3	22	1	1
24	50	46	74	2	20	1	1
23	49	44	70	1	20	1	1
22	48	39	66	0	20	1	--
21	46	33	63				
20	45	30	59				

N=418

TABLE II

CGP Written English Expression Score and Percentile Rank Conversions

Total Right	Written English Expression			Total Right	Written English Expression		
	Score	Natl Rank	Local Rank		Score	Natl Rank	Local Rank
40	71	99	--	19	41	18	38
				18	39	15	32
39	69	99	99				
				17	38	12	28
38	68	98	99				
				16	36	8	25
37	66	94	99				
				15	35	7	21
36	65	92	98				
35	63	89	97	14	33	6	16
				13	32	4	12
34	62	89	96				
				12	31	3	9
33	61	85	93				
				11	29	2	6
32	59	77	90				
				10	28	1	4
31	58	77	87				
30	56	67	86	9	26	1	3
				8	25	1	2
29	55	62	82				
				7	23	1	2
28	53	56	79				
				6	22	1	1
27	52	55	75				
				5	21	1	1
26	51	50	72				
25	49	40	66	4	20	1	--
				3	20	1	--
24	48	35	62				
				2	20	1	--
23	46	34	58				
				1	20	1	--
22	45	30	53				
				0	20	1	--
21	43	22	48				
20	42	19	43				

TABLE III

CGP Local Percentile
Conversions for Individual Test

Individual Test Number Right	N=320 Computation	N=192 Applied Arithmetic	Elementary Algebra		N=90 Intermediate Algebra
			N=95	N=138	
35	--	--	99	--	--
34	--	--	--	--	--
33	99	--	--	--	--
32	99	--	99	--	--
31	99	--	97	--	--
30	99	--	96	99	99
29	--	--	95	--	99
28	99	--	93	99	--
27	98	--	90	--	--
26	97	--	89	--	--
25	95	--	84	96	--
24	92	--	78	--	98
23	91	99	--	--	--
22	89	--	70	96	94
21	87	99	67	94	93
20	82	97	63	89	91
19	78	96	56	87	86
18	70	93	53	80	84
17	66	90	49	75	78
16	59	84	44	70	73
15	54	81	34	67	70

TABLE III (Continuing)

CGP Local Percentile
Conversions for Individual Test

Individual Test Number Right	N=320 Computation	N=192 Applied Arithmetic	Elementary Algebra		N=90 Intermediate Algebra
			N=95	N=138	
14	48	75	29	64	59
13	41	69	27	57	40
12	37	60	21	53	28
11	30	49	17	46	24
10	23	37	15	38	16
9	18	31	11	35	10
8	13	22	7	25	1
7	9	15	--	17	1
6	4	7	5	13	1
5	3	4	5	7	1
4	2	3	4	4	--
3	9	--	3	1	--
2	3	--	--	--	--
1	--	--	--	--	--
0	--	--	--	--	--

N=189

Appendix D

TABLE IV

CGP Computation and Applied Arithmetic
Score and Percentile Rank Conversions

Total Right	Computation and Applied Arithmetic			Total Right	Computation and Applied Arithmetic		
	Score	Natl Rank	Local Rank		Score	Natl Rank	Local Rank
70	--	--	--	49	59	78	--
				48	58	74	--
69	--	--	--				
				47	57	71	99
68	--	--	--				
				46	56	69	99
67	--	--	--				
				45	56	69	98
66	--	--	--				
65	--	--	--	44	55	66	98
				43	54	63	98
64	--	--	--				
				42	53	59	97
63	--	--	--				
				41	53	59	97
62	--	--	--				
				40	52	56	96
61	--	--	--				
60	67	94	--	39	51	53	94
				38	50	50	93
59	66	94	--				
				37	49	48	92
58	66	94	--				
				36	49	48	90
57	65	92	--				
				35	48	43	87
56	64	90	--				
55	63	88	--	34	47	40	86
				33	46	37	84
54	62	85	--				
				32	46	37	83
53	62	85	--				
				31	45	34	80
52	61	83	--				
				30	44	29	76
51	60	80	--				
50	59	78	--	194			

TABLE IV (CONTINUING)

CGP Computation and Applied Arithmetic
Score and Percentile Rank Conversions

Total Right	Computation and Applied Arithmetic			Total Right	Computation and Applied Arithmetic		
	Score	Natl Rank	Local Rank		Score	Natl Rank	Local Rank
29	43	27	73	14	32	2	8
28	43	27	70	13	31	1	6
27	42	23	63	12	30	1	4
26	41	21	59	11	30	1	1
25	40	17	51	10	29	1	1
24	40	17	47	9	28	1	1
23	39	13	44	8	27	1	1
22	38	11	40	7	27	1	1
21	37	8	36	6	26	1	1
20	37	8	33	5	25	1	1
19	36	7	29	4	24	1	1
18	35	7	22	3	24	1	1
17	34	5	17	2	23	1	1
16	33	3	14	1	22	1	1
15	33	3	10	0	21	1	1

TABLE V

CGP Computation and Elementary Algebra
Score and Percentile Rank Conversions

Total Right	Computation and Elementary Algebra			Total Right	Computation and Elementary Algebra		
	Score	Natl Rank	Local Rank		Score	Natl Rank	Local Rank
70	72	99	--	49	57	71	96
				48	57	71	95
69	71	98	--				
				47	56	69	95
68	71	98	--				
				46	55	66	93
67	70	98	--				
				45	54	63	92
66	69	97	--				
				44	54	63	90
65	68	96	--				
				43	53	59	89
64	68	96	--				
				42	52	56	85
63	67	94	--				
				41	52	56	81
62	66	94	99				
				40	51	53	80
61	66	94	99				
				39	50	50	78
60	65	92	99				
				38	50	50	75
59	64	90	--				
				37	49	48	71
58	64	90	98				
				36	48	43	68
57	63	88	98				
				35	48	43	67
56	62	85	98				
				34	47	40	65
55	61	83	97				
				33	46	37	63
54	61	83	97				
				32	45	34	61
53	60	80	96				
				31	45	34	55
52	59	78	96				
				30	44	29	52
51	59	78	96				
50	58	74	96				

TABLE V (Continuing)

CGP Computation and Elementary Algebra
Score and Percentile Rank Conversions

Total Right	Computation and Elementary Algebra			Total Right	Computation and Elementary Algebra		
	Score	Natl Rank	Local Rank		Score	Natl Rank	Local Rank
29	43	27	49	14	33	2	2
28	43	27	44	13	32	1	2
27	42	23	42	12	32	1	2
26	41	21	38	11	31	1	1
25	41	21	34	10	30	1	1
24	40	17	31	9	29	1	--
23	39	13	28	8	29	1	--
22	38	11	24	7	28	1	--
21	38	11	20	6	27	1	--
20	37	8	18	5	21	1	--
19	36	7	14	4	26	1	--
18	36	7	12	3	25	1	--
17	35	5	12	2	25	1	--
16	34	3	8	1	24	1	--
15	34	3	5	0	23	1	--

TABLE VI

CGP Elementary Algebra and Intermediate Algebra Score and Percentile Rank Conversions

Total Right	Elementary Algebra and Intermediate Algebra			Total Right	Elementary Algebra and Intermediate Algebra		
	Score	Natl Rank	Local Rank		Score	Natl Rank	Local Rank
70	80	99	--	49	65	92	95
69	79	99	--	48	64	90	95
68	78	99	--	47	63	88	92
67	78	99	--	46	63	88	90
66	77	99	--	45	62	85	87
65	76	99	--	44	61	83	87
64	75	99	99	43	60	80	85
63	75	99	99	42	60	80	84
62	74	99	99	41	59	78	80
61	73	99	99	40	58	74	79
60	73	99	--	39	58	74	78
59	72	99	98	38	57	71	74
58	71	98	98	37	56	69	70
57	70	98	98	36	55	66	64
56	70	98	98	35	55	66	60
55	69	97	96	34	54	63	57
54	68	96	--	33	53	59	53
53	68	96	--	32	53	59	52
52	67	94	96	31	52	56	48
51	66	94	95	30	51	53	45
50	65	92	95				

TABLE VI (Continuing)

CGP Elementary Algebra and Intermediate Algebra Score and Percentile Rank Conversions

Total Right	Elementary Algebra and Intermediate Algebra			Total Right	Elementary Algebra and Intermediate Algebra		
	Score	Natl Rank	Local Rank		Score	Natl Rank	Local Rank
29	50	50	36	14	40	17	1
28	50	50	33	13	39	13	1
27	49	48	32	12	38	11	1
26	48	43	27	11	38	11	--
25	48	43	24	10	37	8	--
24	47	40	22	9	36	7	--
23	46	37	19	8	36	7	--
22	45	34	14	7	35	5	--
21	45	34	11	6	34	3	--
20	44	29	11	5	33	2	--
19	43	27	7	4	33	2	--
18	43	27	7	3	32	1	--
17	42	23	5	2	31	1	--
16	41	21	3	1	31	1	--
15	41	21	2	0	30	1	--

Grade Scale

A = 5
B = 4
C = 3
D = 2
F = 1

Appendix G

TABLE IX

Prediction of Reading from a Knowledge of CGP

Total Right	Reading				Total Right	Reading			
	GPA	Grade Letter	Nat'l Rank	Local Rank		GPA	Grade Letter	Nat'l Rank	Local Rank
40					19	3.44	C	26	57
39					18	3.31	C	21	55
38					17	3.18	C	19	50
37					16	3.05	C	14	46
36					15	2.92	C	12	42
35					14	2.79	C	10	39
34					13	2.66	D	8	36
33					12	2.53	D	7	30
32					11	2.40	D	4	26
31	5.00	A	83	95	10	2.27	D	4	22
30	4.87	A	78	93	9	2.14	D	3	16
29	4.74	A	73	91	8	2.01	D	2	13
28	4.61	A	71	89	7	1.88	E	1	10
27	4.48	A	64	85	6	1.75	E	1	6
26	4.35	A	58	81	5	1.62	E	1	3
25	4.22	B	56	78	4	1.49	E	1	1
24	4.09	B	46	74	3	1.36	E	1	1
23	3.96	B	44	70	2	1.23	E	1	1
22	3.83	B	39	66	1	1.10	E	1	1
21	3.70	B	33	63	0	1.00	E	1	—
20	3.57	B	30	59					

Grade Scale

A = 5
B = 4
C = 3
D = 2
F = 1

Appendix H

TABLE X

Prediction of English from a Knowledge of CGP

Total Right	English				Total Right	English			
	GPA	Grade Letter	Nat'l Rank	Local Rank		GPA	Grade Letter	Nat'l Rank	Local Rank
40	4.49	B	99	—	19	3.02	C	18	38
39	4.42	B	99	99	18	2.95	D	15	32
38	4.35	B	98	99	17	2.88	D	12	28
37	4.28	B	94	99	16	2.81	D	8	25
36	4.21	B	92	98	15	2.74	D	7	21
35	4.14	B	89	97	14	2.67	D	6	16
34	4.07	B	89	96	13	2.60	D	4	12
33	4.00	B	85	93	12	2.53	D	3	9
32	3.93	C	77	90	11	2.46	D	2	6
31	3.86	C	77	87	10	2.39	D	1	4
30	3.79	C	67	86	9	2.32	D	1	3
29	3.72	C	62	82	8	2.25	D	1	2
28	3.65	C	56	79	7	2.18	D	1	2
27	3.58	C	55	75	6	2.11	D	1	1
26	3.51	C	50	72	5	2.04	D	1	1
25	3.44	C	40	66	4	1.97	F	1	—
24	3.37	C	35	62	3	1.90	F	1	—
23	3.30	C	34	58	2	1.83	F	1	—
22	3.23	C	30	53	1	1.76	F	1	—
21	3.16	C	22	48	0	1.70	F	1	—
20	3.09	C	19	43					

Grade Scale

A = 5
B = 4
C = 3
D = 2
F = 1

TABLE XI

Prediction of Math from a Knowledge of CGP

Total Right	Math				Total Right	Math			
	GPA	Grade Letter	Nat'l Rank	Local Rank		GPA	Grade Letter	Nat'l Rank	Local Rank
70	5.00	A	—	—	49	4.02	B	78	—
69	5.00	A	—	—	48	3.97	C	74	—
68	4.97	B	—	—	47	3.92	C	71	99
67	4.92	B	—	—	46	3.87	C	69	99
66	4.87	B	—	—	45	3.82	C	69	98
65	4.82	B	—	—	44	3.77	C	66	98
64	4.77	B	—	—	43	3.72	C	63	98
63	4.72	B	—	—	42	3.67	C	59	97
62	4.67	B	—	—	41	3.62	C	59	97
61	4.62	B	—	—	40	3.57	C	56	96
60	4.57	B	94	—	39	3.52	C	53	94
59	4.52	B	94	—	38	3.47	C	50	93
58	4.47	B	94	—	37	3.42	C	48	92
57	4.42	B	92	—	36	3.37	C	48	90
56	4.37	B	90	—	35	3.32	C	43	87
55	4.22	B	88	—	34	3.27	C	40	86
54	4.27	B	85	—	33	3.22	C	37	84
53	4.22	B	85	—	32	3.17	C	37	83
52	4.17	B	83	—	31	3.12	C	34	80
51	4.12	B	80	—	30	3.07	C	29	76
50	4.07	B	78	—	29	3.02	C	27	73

Grade Scale

A = 5
B = 4
C = 3
D = 2
F = 1

(Continuing)
Prediction of Math from a
Knowledge of CGP

Total Right	Math				Total Right	Math			
	GPA	Grade Letter	Nat'l Rank	Local Rank		GPA	Grade Letter	Nat'l Rank	Local Rank
28	2.97	D	27	70	14	2.27	D	2	8
27	2.92	D	23	63	13	2.22	D	1	6
26	2.87	D	21	59	12	2.17	D	1	4
25	2.82	D	17	51	11	2.12	D	1	1
24	2.77	D	17	47	10	2.07	D	1	1
23	2.72	D	13	44	9	2.02	D	1	1
22	2.67	D	11	40	8	1.97	F	1	1
21	2.62	D	8	36	7	1.92	F	1	1
20	2.57	D	8	33	6	1.87	F	1	1
19	2.52	D	7	29	5	1.82	F	1	1
18	2.47	D	7	22	4	1.77	F	1	1
17	2.42	D	5	17	3	1.72	F	1	1
16	2.37	D	3	14	2	1.67	F	1	1
15	2.32	D	3	10	1	1.62	F	1	1
					0	1.57	F	1	1

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Southeastern Community College
Whiteville, North Carolina

EVALUATION REPORT

"Resources for Student Learning Program"

Fund for the Improvement of Postsecondary Education

National Project II: Alternatives to
the Revolving Door Consortium

October 1976

Evaluator: Dr. Louis W. Bender
Professor of Higher Education
Florida State University

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Background

Southeastern Community College at Whiteville, North Carolina received a grant from the Fund for the Improvement of Postsecondary Education to enable its program titled: Resources for Student Learning to participate as a member of National Project II: Alternatives to the Revolving Door Consortium for the period September 1975 through November 1976. The purpose of the FIPSE grant was to utilize a nationally recognized successful program in an effort to determine why the program had been successful in serving low achievers in the student population.

This evaluation report will focus upon on-site observations and interviews conducted October 14-15, 1976 at Southeastern Community College.

Evaluation Procedure

At the request of Dr. W. Ronald McCarter, President, and Mrs. Winifred B. Cooke, Director of Resources for Student Learning at Southeastern Community College, Lou Bender agreed to carry out an evaluation of the Resources for Student Learning (RSL) program in two parts. First, publications and descriptive materials were sent to the evaluator for review and analysis prior to the visit to Southeastern Community College October 14-15, 1976. Materials were analyzed in order to get as much background on the program as possible and to develop a working framework for interviews to be carried out during the visit. The materials reviewed and analyzed in this phase of the evaluation included: the application document for FIPSE funding; the published booklet titled National Project II: Alternatives to the Revolving Door by Richard A. Donovan, Project

Director; descriptions of RSL developed by Southeastern Community College; evaluation reports of the 1971-72 Advanced Studies Program; research data on RSL student retention rates and GPA growth compared with other Southeastern Community College student groups; working papers utilized by RSL faculty and staff and other miscellaneous documents and reports supplied by the college.

The second phase in the evaluation process involved utilizing the Elite Interviewing Technique with 26 members of the faculty and administration at Southeastern plus 12 students randomly selected while on campus. Those interviewed among faculty and staff were:

William R. Ball, Dean, Occupational Education
Thelma Barnes, Coordinator, English
Walter D. Brown, Vice-President & Dean of Instruction
Freda M. Bullard, Coordinator, Business
Richard K. Burkhardt, Coordinator, Music
Brenda Carter, Lab Coordinator
Kathryn Clark, Tutor Coordinator
Winifred B. Cooke, Director, RSL
James Cox, English
Jack B. Ervin, Educational Development Officer
Charles E. Grigsby, Coordinator, Mathematics
William A. Harper, Mathematics
Robert L. King, Coordinator, Biology
Rebecca Marlin, Learning Resources Center
W. Ronald McCarter, President
Walter A. McDaniel, Director of Research
Harold McMillion, Director of Special Services
Dan W. Moore, Dean, Student Development
Richard R. Paulsen, Dean, Academic
Patricia Ann Powell, Counselor
Sam Sink, Foreign Languages
Julia M. Stocks, Counseling Coordinator
Vincent Sweet, Counselor
Richard Ward, Director, Learning Resources Center
Curtis Welborne, Social Science
William L. Wilson, Jr., Dean, Adult Education

The final phase of the evaluation was carried out after the visit to Southeastern Community College when interview notes and materials given to the evaluator during the visit were analyzed. The format of the evaluation report was developed to be consistent

with the format utilized in the publication titled National Project II: Alternatives to the Revolving Door by Richard A. Donovan, Project Director. The parts included: Introduction, Population, Program, Program Success, and Future Analysis and Evaluation.

Evaluation Report

I. Introduction

Southeastern Community College has a long history of making a special effort to address the special needs of low achievers in its student population. Three quite different organizational approaches have been utilized since 1969 to accommodate this segment of the student clientele. Initially, Southeastern Community College (SCC) developed a "Guided Studies" program which sought to address low achievers by offering a series of non-credit courses intended to remediate educational deficiencies before the student would be admitted to credit-earning courses. The Guided Studies program was directed at the academic students and was established by those academic departments which wanted to provide a no-credit course as a prerequisite. No credit courses were offered in English, mathematics, and science.

SCC subsequently developed a program titled the Advancement Studies Program, commonly known as ASP. This was an experimental program for low-achieving students which sought to combine instruction with counseling support of the students. It was structurally organized as a new unit within the college and specialists were recruited to provide the teaching/counseling. The separate structure of ASP and recruitment of specialists from the outside had the effect of isolating it from the ongoing programs of the institution. ASP operated from 1970-71 through 1973-74 during which some success was evidenced in assisting low-achieving students, although many members of the faculty and of the student body were suspicious of what went on and how helpful ASP was to the

institution's regular college program. There was a general assumption that it would cease to exist as soon as external funds terminated and that it was therefore not much more than a passing fad or mechanism. During 1973-74, a task force study group sought to examine ASP and its future role in the institution.

In order to remove ASP from an experimental program status and in order to strengthen some of the weaknesses identified, Southeastern integrated the program for low-achievers in the 1974-75 academic year and changed the name of the program to Resources for Student Learning (RSL). The RSL staff expanded the student enrollment from the previous 75 students to over 100 students in that year and has maintained approximately the same student enrollment each year since. RSL is different from the earlier Guided Studies program in that courses carry credit which adds to the attractiveness of the program for the students.

Strengths: The RSL program at Southeastern Community College is clearly more popular and accepted by faculty and students alike than either the earlier Guided Studies or Advancement Studies Program. This conclusion was reached based upon the perceptions of faculty and staff interviewed. Among the reasons for this success is the fact Southeastern has now integrated the faculty of the various departments into the RSL program and has done away with the specialists as well as the separate organizational structure which characterized ASP. The RSL Director recruits faculty volunteers from existing departments to offer the courses and to participate in the program activities of RSL. This has the effect of removing the mystery associated with ASP and of giving credibility

to the calibre and quality of instruction offered students in the RSL program. The RSL Director wisely made a deliberate effort to attract the most esteemed faculty members, in some cases including the chairperson of the department, to participate as RSL faculty.

Another reason for RSL's success is associated with the shift from no-credit course offerings to credit courses. This has had the effect of minimizing the tendency of students to perceive those participating in RSL as being "dummies" and has reinforced the RSL participants in sensing that the investment of time and effort will have an immediate payoff rather than the earlier model which offered only a distant and theoretical benefit.

Weaknesses: Not all Southeastern faculty are sold on the RSL program. It should be noted that a very small number of faculty would fall in this group. When probing the reasons for this view, the evaluator concluded that some faculty disagree with the approach and methodology employed while other faculty simply are not well informed about the nature and purpose of RSL. One interviewee observed that approximately 1/3 of the faculty had been supportive of ASP and commented this was due to the probability that approximately 1/3 of any faculty would support a new or experimental effort. He then observed that approximately 1/3 of the faculty would have some reservation or opposition to the RSL program at present. This would be attributable to the fact that nearly 1/3 of any faculty would oppose any program no matter how successful or beneficial it might be, in his view. He therefore concluded that RSL had been eminently successful since 2/3 were enthusiastically in support of the program. Nevertheless, it should be

noted that the reason some faculty were skeptical was the extent of RSL focus upon the humanistic considerations of the learning process and a belief that RSL should concentrate only upon the content or skills to be learned and to avoid what was described as the "touchy, feely" orientation. This criticism related to a perception that RSL coddle the student or unnecessarily create a dependency rather than independent action. The other interviewees who were negative seemed to perceive RSL as deeply involved in psychological, even psychiatric, pursuits and felt such is not the appropriate role of a community college.

Recommendations: It is recommended that Southeastern Community College continue its efforts at making all members of the college community understand the nature and purpose of RSL as well as the approaches used in carrying it out. While much has already been done, the institution should not assume that the program is clearly understood by all. (Although evidence could not be gathered at the time of the site visit, it did appear several faculty have already encouraged students not to participate or otherwise create a negative impression of RSL because of their negative feelings.)

II. Population

The RSL program is directed toward students who are low achievers, having experienced little if any success in previous educational endeavors; who have a low self concept; and who perceive an external locus of control whereby uncontrollable external forces determine one's behavior. Southeastern has established the enrollment capacity of the RSL program to be approximately 100 students. There are considerably more students who enroll as freshmen and meet the criteria outlined than the RSL program can accommodate. While participation by students in RSL is voluntary, there are still many students who meet the criteria but are denied the opportunity simply because of capacity. The racial mix of volunteers has averaged approximately 35% black, 62% white, and 3% Indian. RSL students typically have difficulty in communications skills with low reading levels, low vocabulary levels, poor writing performance and weak ability to analyze or to deal with abstractions. They typically evidence poor or non-existent study habits and little knowledge of how to organize or use educational or resource materials.

The program has been evaluated regularly on such criteria as persistence, grade point average (GPA) and faculty observation of self esteem and independent action. The data all support the conclusion that RSL has been successful and Southeastern Community College has been recognized nationally for its accomplishments with low achievers.

Strengths: Admissions counselors together with the RSL staff first identify potential students for RSL by reviewing the records

of applicants for the freshman class. Those who meet the criteria are then offered an opportunity to participate in the RSL program after an explanation is provided whether in an admissions counseling session or by written communication. This description of the program and the opportunity to volunteer undoubtedly represents one of the reasons for the success of the RSL program.

Weaknesses: It is unfortunate that Southeastern Community College cannot afford the costs of expanding the RSL program in order to accommodate all who would meet the criteria for participation. Recognizing this reality, however, it should be observed that a fundamental policy decision might be made to further enhance the success of the RSL program. It would appear that a more refined set of criteria for participation in the program could be developed which would result in all or nearly all of those qualified on the basis of those meeting the criteria to be served. It would necessitate a re-examination of the concept of developmental as opposed to the concept of remedial and then the identification of appropriate criteria for selection.

A second weakness which has developed and should be given attention by Southeastern is the role of an intake interview as part of the admission's process. Whereas such an intake interview had been carried out as part of an institutional policy and philosophy several years ago, it is no longer an operating program. The change was well intended in that the college wanted to consider the cost of time and money to the student involved in the extra visits to the campus prior to the new academic term. It is the belief of this evaluator, however, that the benefits of

the intake interview, particularly in explaining the nature and purpose of the RSL program, far exceed any liabilities associated with students being asked to come to campus prior to admission.

Recommendations: It is recommended that Southeastern undertake a re-examination of its concept of developmental as opposed to its concept of remedial education. Then it should determine how best to direct its limited resources to achieve the most in either or both directions.

It is also recommended that Southeastern reinstitute its admissions intake interview policy of a few years ago.

III. Program

The RSL program seeks to establish a positive learning environment for general education in the institution. It does this by designing a variety of activities for the RSL students intended to enable them to overcome achievement deficits and to be able to function successfully meeting the same quality standards as other students in the institution. A series of learning goals have been established whereby the RSL program has been designed to accommodate the special needs of the low achievers and successfully enable them to achieve the learning goals set. Instructional strategies together with the development of positive attitudes and behaviors are focused upon whereby the individual is assisted to grow in cognitive skills as well as to develop a positive attitude toward one's self and his/her relationships to the environment.

A variety of staff activities have been designed to contribute to this end. They include a two-day off-campus retreat-type orientation program when the RSL staff and the student volunteers participate in a variety of social and educational activities designed to foster a better understanding of self and a better ability to organize for learning. Faculty and students alike return from this living-learning experience with new attitudes and concepts toward self and others. Some of the group activities during this retreat are intended to let the students discover that others have difficulties and concerns very similar to theirs and to interact in approaches or solutions which have been attempted by peers and others as well.

Upon return to the college and the beginning of the academic year, the RSL program includes intensive counseling and tutorial assistance as well as a formal instructional component. The counseling and tutorial activities build upon and reinforce the experiences of the retreat. This is done to some extent by a contract approach wherein students are encouraged to develop a contract before the end of the retreat which will be carried out upon return to the campus. Counseling them becomes reinforcing of those students who begin to identify activities designed to enhance their self concept and their ability to deal with the environment.

The formal instructional component of the RSL program varies according to the academic discipline involved. For example, the introductory course in math is the same credit as a regular freshman math course but each student is expected to report for four additional hours of instruction each week. In English, the student reports for one extra hour each week or for a total of four hours for three credits of work. A new course in introductory business had just been inaugurated within the RSL program whereby the main difference in the formal instructional component relates to the smaller size of the group of students involved and the instructional approach which is small group-discussion instead of large group-lecture.

The RSL staff consists of the RSL Director, RSL secretary, tutor-coordinator, lab coordinator/research assistant and faculty from the various academic departments as well as assistance from a curriculum designer from the Learning Resources Center. The

administrative organization of RSL is important. The RSL Director presently reports to the Academic Dean, although she sits on the Dean of Instruction Committee. Most all assignments and activities come as a consequence of the ability of the RSL Director to negotiate or through the "power of persuasion." The incumbent is very dynamic and has been able to win the support of faculty and administration alike giving substantial support to the RSL program. The directorship is a full-time position, giving time for administrative concerns to be accommodated. Among the most important duties of the director are participation on the Dean of Instruction Committee and chairing of all planning activities of the RSL staff which functions as a team when planning and when developing related professional activities. The RSL Director also directs all professional development activities related to RSL.

Southeastern has another program supported by the U.S. Office of Education which is known as the Student Special Service Program (SSSP) which is designed to provide intensive counseling and tutorial services for low income, low achieving students. The overall goal of SSSP is development of a positive self concept and to assist the student to become internally motivated according to the written descriptions of the college. It should be observed that the counseling and tutorial components of the SSSP are similar to the services provided under the RSL program, although no formal instructional component is involved. There is an attempt to be sure that those students assigned to the RSL program are not the same as those assigned to the SSSP.

Strengths: In the judgment of the evaluator, one of the major reasons for the success of the RSL can be described as the institution's commitment for creating a "caring" atmosphere. The orientation retreat was acknowledged by students and faculty alike as exceptionally successful in engendering a positive attitude toward learning and toward self. Faculty reported they came away from the retreat with a new appreciation for the ability and potential of the students as well as a better understanding of some of the problems impeding the success of individual students. They also indicated they came away more reflective and willing to search for additional avenues to reach or serve RSL students. Students expressed a belief they had for the first time discovered that faculty and staff members do care and really want to help as well as a realization that other students have similar fears, doubts, anxieties, and related negative perceptions. Several students credited the retreat as the turning point in their educational experience and expressed confidence they would succeed now that they had come to view themselves in a different light.

The counseling and tutorial assistance provided the student upon return to the campus also has clearly contributed to the success of the RSL program. It might be observed that a number of faculty express the belief they had become more cognizant of and alert for obstacles and problems confronting students in their regular classes because of their participation in the RSL program. This was verified by the fact that more referrals for counseling and/or tutoring from the regular classes of RSL faculty were identified by the tutor/counselors when comparing them with the non-RSL faculty referrals.

The administrative organization of RSL also represents a strength. Since the RSL is integrated in the regular faculty, it is not viewed as an isolated group of specialists. On the other hand, since RSL is under the Dean of Instruction and the RSL Director sits on the Dean of Instruction Committee, the program is independent of departmental jurisdiction where it could be relegated to the less desirable faculty assignment status which has occurred in so many other colleges throughout the country. It has an identifiable image, yet is not perceived outside the mainstream of instruction, and its full-time director can handle team planning, administrative concerns, professional development activities, and liaison with other units in the college. Faculty cooperation is enhanced by the status RSL has in the administrative organization.

Weaknesses: The weaknesses associated with the program are identified more on an anticipatory basis looking at the future than upon the present. The fact that RSL faculty have volunteered reflects their willingness to make a special effort to contribute to the goals of students. In many cases this requires additional time over and above what would be required if they were to deal only with their regular classes. When it is observed that they pick up from one to four additional contact hours as a result of dealing with an RSL group and add this to the extra time already mentioned, it becomes apparent that Southeastern may begin to feel faculty resistance. While the resistance might be directed at the RSL program, the actual culprit might well be the inequity in workload which occurs when one volunteers to work with an RSL group in lieu of a regular group. It would seem wise for the institution to

re-evaluate its policies for assignments and overall workload expectations of faculty if it is to avoid this problem in the future.

The administrative organization presently has the RSL Director reporting to the Academic Dean who is on the same level as the Occupational Education Dean. This could ultimately contribute to problems when attempting to arrange for the developmental needs of occupational education students.

Another weakness relates to the physical facilities made available for RSL staff. Offices are scattered and are substandard in size and environmental respects. The RSL Director and secretary occupy a narrow plywood enclosure built on a balcony above the gymnasium. This does not contribute to the impression of a "caring atmosphere" when student or staff sit in that office and confer. The offices and lab spaces should be centralized and made more inviting.

A third weakness is the absence of a clear understanding on the part of faculty, staff, and students of the different purposes of the Student Special Services Program and the RSL program. This confusion could be easily cleared up and should be at the earliest possible opportunity by the Dean of Instruction Committee.

Recommendations: It is recommended that Southeastern continue the annual retreat for all RSL students and faculty since this appears to be an extremely successful component of the program. Sources of funding should be sought in order for the program to continue when federal funding ends.

It is recommended that equity in faculty workload be provided for those who have more contact hours because of serving in the RSL program.

IV. Evidence of Success

Southeastern Community College has attempted to maintain a regular evaluation of the success of its RSL program. It has sought to document the persistence of RSL students and contrasted the RSL population with samples of the regular student population. In addition, a strategy for a more comprehensive evaluation of the program was developed and is presently being carried out and designed to include analytic, process, and product evaluation. The evaluator was unable to review the results of these three kinds of evaluation since data collection and analysis is still in progress. The RSL program as well as the earlier efforts of Southeastern Community College have already been judged to be successful by a number of external organizations including the Educational Testing Service in a study conducted for the U.S. Office of Education and in a national survey carried out by Dr. John E. Roueche and Dr. R. Wade Kirk of the University of Texas.

Strengths: Southeastern has wisely sought to maintain a continuous program of evaluation which provides a data base for longitudinal comparisons.

Weaknesses: There were no areas of weakness identified since much of the evaluation is still in process.

V. Future Analysis and Evaluation

The RSL program at Southeastern Community College has experienced success as evidenced by the persistence of RSL students and the increase in grade point averages. On the basis of the evidence available to this evaluator, it would appear the chief reason for the success of the RSL program relates to a "caring atmosphere" generated by a group of professionals who really do care. The success of the RSL program is directly attributable to the dedication and leadership of the incumbent RSL Director. Interviewees, even those who were not openly supportive of the RSL program, were unanimously of the opinion that the major factor of success at Southeastern was the leadership of the Director. Reasons why included the perceptiveness of the Director to involve faculty and staff when converting from the ASP to the RSL program structure. The intuitiveness of the Director to champion the integration of the RSL program by involving faculty volunteers from existing departments relates to the fact that each institution is different and different things succeed at different institutions. At Southeastern it was desirable for the faculty to become directly involved in the RSL program. The absence of any special training or certified expertise was compensated by their personal commitment and the ability of the Director to work unobtrusively with individual faculty members in seeing the student as the center of any program concerned with a "caring atmosphere."

The future of the RSL program at Southeastern seems secure. Faculty and administrators alike expressed a belief that RSL provides an essential function which the institution must continue.

Utilization of faculty rather than the employment of additional specialists will contribute to the permanence of the program since the end of special or external funding will result in a budgetary dislocation for a very small number of people. It was the impression of administrators and faculty that such a budgetary requirement could easily be absorbed when it becomes necessary.

F. Conclusions and Implications

Southeastern Community College is challenged to provide educational opportunities for all students regardless of sex, race, social class, religion, or previous academic achievement. At the same time, the college is also challenged to serve all students without compromising the quality of education received by its graduates. To prevent the "open door" of SCC from becoming a "revolving door" is the responsibility of Resources for Student Learning. The past year has been spent planning and evaluating the success of developmental students enrolled in RSL The National Project II research concludes that the underprepared student can compete successfully with the average Southeastern Community College student if he is given a little personalized attention from instructors, peer tutors, and counselors.

The overall evaluation of the program's success is supported by the following conclusions:

Persistence

--RSL students persisted as well as regular SCC students and significantly better than similar students who were not part of the program.

Academic Achievement

--There was no significant difference in achievement between the RSL and regular SCC students according to studies on GPA, Cooperative English Test, hours attempted versus hours earned, the number of students on Dean's List and Honor Roll, and the number of students on probation.

--There was no significant difference between the RSL students and the group of similar students who are not part of RSL in GPA and hours attempted versus hours earned winter and spring quarter. (It is important to note, however, that the similar group lost significantly more of its students during these two quarters.)

--RSL students were on the Dean's List or Honor's List at a percentage which doubled that of the similar group not receiving RSL services.

--Although there was no significant difference in the percentage of RSL and the similar group of students who were placed on probation, RSL students got off probation at twice the rate of similar students.

Program Elements

--The students believe "The Learning How to Learn Workshop" was one of the most important activities conducted by RSL.

--The RSL faculty and staff believe "The Learning How to Learn Workshop" was an important part of their professional development.

--The students believe the instructors and teaching techniques used in RSL courses helped them learn more than they would have if they had not been part of the program.

--Students received more personalized attention in RSL.

--Students believe the personalization of RSL classes was important to their success.

--Students who received tutoring believe the RSL tutoring program helped them improve their grade.

Preferred Learning Styles

--Upon entrance to the program, the majority of RSL students preferred to work in small groups over other types of instruction.

--Knowing the teacher personally was very important to the majority of RSL students.

--Logical, orderly, well-defined and clear study plans were not important to the majority of RSL students.

--The majority of RSL students did not want to set their own goals.

--Almost one-third of the RSL students indicated they disliked working independently.

--One-third of the RSL students indicated they desired to know how they were doing in relation to others.

--The RSL students expressed no clear preference for the general modality through which learning takes place.

--The RSL students expressed no major area of interest.

--Forty-one percent of the RSL students indicated they strongly expected their level of performance to be below average.

Role of the Instructor/Counselor

--The quality and warmth of RSL instructors was one of the most important elements of RSL.

--The RSL students believed the faculty and staff were interested in them personally.

--A major reason for the success of RSL can be described as the program's commitment to creating a "caring" atmosphere.

Personal Development

--Students believe RSL has helped them in the personal as well as academic parts of their lives.

--Many RSL students indicated that the program contributed to their involvement in college and community activities. Some have already become leaders in their college and community.

Student Satisfaction

--The great majority of students were very pleased with their involvement in RSL.

Administrative Structure

--The joint appointment of faculty to RSL and regular departments has allowed the program to have an identifiable image and, at the same time, allowed students and faculty to be in the mainstream of instruction.

--The additional time and effort required of RSL faculty may cause faculty resistance to program participation in the future because of inequity of workload.

--RSL is more accepted by faculty and students than either the earlier Guided Studies or Advancement Studies Program.

--There has been some misunderstanding by the faculty, staff, and students of the different purposes of the Student Special Services Program and the Resources for Student Learning Program.

Other Conclusions

--Contributing to RSL's success has been the student's freedom to choose to become part of the program.

--The majority of RSL students have transferred to four-year institutions.

--RSL facilities are less than ideal in size and location.

--RSL is not serving all of the students who need its services.

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